

UNIVERSITY OF
ILLINOIS LIBRARY
AT URBANA-CHAMPAIGN
HOME EC

NOTICE: Return or renew all Library Materials! The *Minimum Fee* for each Lost Book is \$50.00.

The person charging this material is responsible for its return to the library from which it was withdrawn on or before the **Latest Date** stamped below.

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.
To renew call Telephone Center, 333-8400

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

IL

292-49

ILLINOIS • CHER OF HOMECOMICS

DP-2

HERTZBERG — NEW METHOD, INC. EAST VANDALIA ROAD, JACKSONVILLE, ILL. 62650

TITLE NO.	ACCOUNT NO.	LOT AND TICKET NO.
DP11F 1-0246.0000	07200-292	CM 64- 49 M

43-11 ILLINOIS * TEACHER * OF * HOME * ECONOMICS

43-24 33-34*1989-91*
42-28 640.705*FL*

U.33-34*
CLOTH COLOR

HEX4
HEIGHT

0082 CEASED WITH U.34*

11 1/8

CHARGING INFORMATION SPECIAL WORK AND PREP.

STUBBING	FRONT COVER	HAND ADHESIVE	MAP POCKET PAPER
HAND SEW	NO TRIM	LENGTHWISE	MAP POCKET CLOTH
THRU SEW	PAGES LAMINATED	FOREIGN TITLE	SPECIAL WORK
THRU SEW ON TAPE	EXTRA THICKNESS	LINES OF LETTERING	REMOVE TATTLE TAPE
HEIGHT	PICA	WRAP	

.....	1
.....	2
.....	7
.....	10
.....	15
.....	18
.....	20
.....	22
.....	26
.....	29
smith	34
.....	39
.....	40

5-1117032-8/90

(DISK-B910801 REC.-365 FONT-2/215 PAGE-- 239
VF11F
- I-0246.0000 07200-292 CM 64- 49 M
- 43-11 ILLINOIS * TEACHER * OF * HOME * ECONOMICS
- *

(43-24 33-34*1989-91*
42-28 640,705*IL*
- V.33-34*

0082 CEASED WITH V.34* FOIL-- WHITE

IL

8-51-89

292-49

Volume XXXIII, No. 1
September/October, 1989

ILLINOIS TEACHER OF HOME ECONOMICS

Foreword, <i>Annabelle Slocum, Linda Peterat and Linda Eyre</i>	1
Canadian Home Economics Association 1939 - 1989, <i>Norma Bannerman, Shirley Rebus, and Arlene Smith</i>	2
The Best for Home Economics Education Is Yet To Come, <i>Heidi Adair</i>	7
Alice Ravenhill: International Pioneer in Home Economics <i>Mary Gale Smith</i>	10
In Search of Place, <i>Wanda Young</i>	15
Home Economics Curriculum for Canadian Schools, <i>Linda Peterat</i>	18
The Education of Home Economics Teachers in Canada, <i>Beverly Pain</i>	20
Gender Equity and Home Economics Curriculum, <i>Linda Eyre</i>	22
Computers in the Home: A Curriculum Project, <i>Eda Favaro and Audrey van Alstyne</i>	26
Career Preparation—Programs for the Work World, <i>Leslie Paris</i>	29
Toward a Global Home Economics Curriculum, <i>Linda Peterat and Mary Gale Smith</i>	34
Book Reviews, <i>Linda Eyre</i>	39
Book Reviews, <i>Linda Peterat</i>	40

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor
Annabelle Slocum, Visiting Lecturer and Managing Editor
Norma Huls, Office Manager
June Chambliss, Technical Director
Catherine Burnham, Graduate Assistant and Ed.D. Candidate
Sally Rousey, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Alison Vincent, Graduate Assistant and Ph.D. Candidate
Vida U. Revilla, Graduate Assistant and Ph.D. Candidate

Volume XXXIII, No. 1, September/October, 1989. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*
University of Illinois
352 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1989

Foreword

Welcome to Volume XXXIII and to a new academic year. The central theme of Illinois Teacher for 1989-90 is critical and reflective questioning of our understanding of home economics toward action. This issue is guest edited by our neighbors to the north, Canadian home economists celebrating the fiftieth year of their professional organization. We hope you will enjoy learning about their history, some of what has formed and shape home economics in Canada, and the scope and understanding they bring to home economics education through their reflections on the past while looking toward the future.

Annabelle Slocum
Managing Editor

In 1989, Canadian home economists mark fifty years of professional organization. This occasion was one reason to assemble a special issue focusing on home economics education in Canada. In this issue, we have attempted to provide a picture of what home economics education is like and what some of the current movements are. However, in a country as large and diverse as Canada, a complete picture is never possible.

Our lead article reviews some of the history of the Canadian Home Economics Association. In the articles that follow, authors lead us to reconsider the past while pondering the future. The enthusiasm of new educators comes together with the reflective tones of the more experienced. The international influences, particularly from Britain and the United States, which have always been a part of home economics education in Canada, are brought to life in the study of Alice Ravenhill. Analytical and questioning voices raise issues related to curriculum and teacher education. Many articles convey the sense of turning point in education and home economics currently, and express the sense of opportunity and challenge present. These themes are present in the articles specifically addressing issues of practice: career education, global education, computers, and gender equity.

With greetings from Canada

Linda Peterat and Linda Eyre

Guest Editors

CANADIAN HOME ECONOMICS ASSOCIATION 1939 - 1989

Norma Bannerman —Food Consultant
Shirley Rebus—Consultant Home Economist
Arlene Smith—Clothing and Textile Instructor
Calgary, Alberta



Shirley Rebus

Arlene Smith

Norma Bannerman

In July of 1939, Winnipeg hosted a gathering of enthusiastic home economists who were intent on laying the groundwork for a national association. By that time home economics was not a new field of study in Canada. University degree programs were well established in ten universities, and the subject was widely taught to junior and senior high school students and groups of adult women. Local associations of home economists existed in a number of centers, but these groups were scattered, few in number, and there was no mechanism to bring them together for shared professional activities. The spark to achieve this came from the Manitoba Home Economics Association.

The Founding Convention

The founding convention was held July 4-6, 1939 at the Royal Alexandra Hotel in Winnipeg. Although most of the 116 delegates were from Winnipeg, all provinces except Quebec, Nova Scotia and Prince Edward Island were represented. The delegates included teachers, university lecturers, hospital dietitians, homemakers, and home economists in home service, government, and journalism.

In the first few minutes of the business meeting, a motion to organize a national association was unanimously passed. This was followed by a motion naming the new organization the Canadian Home Economics Association (CHEA). The accepted aims and objectives of the organization were:

1. to bring about a closer cooperation between the branches of home economics,
2. to coordinate the aims and objectives of all branches of the profession and of the provincial and other Canadian groups,
3. to promote the welfare of the Canadian home and to serve the community life of Canada, and
4. to encourage and aid investigative research and surveys and to make available reports, pamphlets, etc. relating to home economics.

The program featured sessions on nutrition, synthetic fibers, Ontario's new province-wide curriculum, and the work of home economists in various occupational settings. There were public lectures on "Home Economics and the Community" and "The Home Economist and the Consumer."

But it was not all work. Although it would not have been called networking back then, there were several opportunities for delegates to strengthen friendships and discuss their work with colleagues. The University of Manitoba hosted a tea in the newly-constructed practice house, the Swift Canadian Company provided luncheon following a tour of the plant, the Men's Press Club gave a cocktail party, and the Winnipeg Tribune hosted dinner at the St. Charles Country Club.

The convention received excellent coverage from the two Winnipeg newspapers. Jane Horn of the *Winnipeg Free Press* pointed out that it was:

no ordinary convention of people but a meeting of women whose work is vitally allied with everyday living...their research...the means to the end of making life more pleasant, healthful and economically sound for the homemakers of the nation and consequently for the nation at large.

Conventions Over the Years

For CHEA members, conventions have been a time of meeting and sharing. From concluding remarks at early conventions, we sense the excitement and unity fostered by the newly-formed association.

The 1950's was a time to define the organization and set standards. Incorporation was one lasting result. Many conference sessions focused on family living, and this intensified throughout the 1960's when communication and public relations were also new areas of interest.

The biggest issue of the 1970's was preparing for, coping with, and planning for the future. There were also sessions on ethics in marketing, the needs of minority groups, the new consumer climate, single parenting, daycare, and the metric system.

The 1980's became more introspective and focused on professionalism. There was recognition of strength through diversity, professional development, and the need to broaden the role of the home economist. Networking, job sharing, professional reentry and management were issues of concern. Research presentations were also included in the program.

As the conferences moved back and forth across the provinces, delegates experienced the diversity of this country. Local talents, specialties and resources helped to make each gathering memorable and unique. Menus featured lobster in the Maritimes, beef in Alberta, a salmon barbecue in British Columbia, and an evening of Quebec cider and cheese in Montreal. Entertainment included a Maritime hoe-down, Ukrainian dancers in Edmonton, and the Royal Canadian Mounted Police (RCMP) Sunset Ceremony in Regina. Activities included a picnic supper by the Avon River at the Stratford Shakespearean Festival, a drive to Butchart Gardens in Victoria, a tour of a fish processing plant, a double-decker bus tour of Ottawa, and on and on - always the opportunity to better know the country and its people, and to expand the horizons of home economists.

Communication

In an association with widely-scattered members, communication was important. The first newsletter, published seven months after CHEA was formed, included a message from President Jessie McLenaghan, reminiscences of pioneer home economists, and accounts of addresses given at the founding convention, a list of conveners of standing committees. A chart showing membership by province indicated that membership had grown to 292 in just a matter of months.

For several years there was discussion about expanding the newsletter into a journal. In 1950 the newsletter was replaced by the quarterly *Canadian Home Economics Journal*. Although there was more

emphasis on professional information, the *Journal* continued to publish news about the Association and its members. This continued until 1985 when the newsletter, *Rapport*, once again carried news items while the *Journal* focused on scholarly articles. In 1973, in response to a recommendation from the Canadian University Teachers of Home Economics (now the Canadian Association for Research in Home Economics), the *Journal* introduced a refereed research section. By 1986 the research section had earned scholarly recognition and was supported by the Social Sciences and Humanities Research Council of Canada.

Reflections of the Times

The Newsletters and Journals were a reflection of their times. For example, journal articles written during World War II show that Canadian home economists were committed to assisting the war effort through fund-raising activities, by providing information about food dehydration, and in training chefs for the Royal Canadian Air Force. In the 1940's there was concern about standardization and labelling of consumer goods, the new radar cooking range, the chemical treatment of fibers to impart desirable qualities, and the appointment of a CHEA member as director of the Chatelaine Institute and editor of the housekeeping section. Topics of the 1950's included "Mental Health and the Family", "Good Taste in the Home", "Around the World With Canadian Home Economists", "Canadian Fabrics Foundation Accepts a Challenge", "Skinfold - A Measure of Obesity", and "Careers for Home Economists" (a series of fourteen). Articles in the 1960's reflected the growing concern for global well-being, the effect of the technological explosion, and the impact of sociological change. There were items about food technology, new products and equipment, the effect of women working outside the home, the need for daycare and nursery schools, and the changing roles of men and women.

The 1960's and 1970's were times of change within the profession. A major concern of the 1960's was whether or not men were welcome, particularly in administrative positions. There were strong positions on both sides of the question. In the 1970's there was discussion as to whether home economics was the best name for the profession. Numerous articles addressed the topic of professional identity, but none was more provocative than Jennifer Welsh's "Letter from a Closet Home Economist." She shocked readers with her assertion that home economists were viewed as academically inferior, promoters of myths, and antifeminist.

Since the late 1970's, the newsletter has featured "Operation Alert," which invites members to alert the executive to concerns they have regarding social issues.

Alerts have been raised on issues such as misuse of the terms nutritionist and home economist, sale of children's T-shirts with psychologically damaging slogans, sexual discrimination, Playboy television channel, nutrition labelling, stereotyping of home economics teachers, and removal of the spousal tax exemption. Follow-up articles report action taken by the executive on these issues, primarily that of writing to media, government, school boards and store officials.

Professionalism dominated the themes of the early 1980's. In the last half of the decade, more attention has focused on the areas of home economics practice such as the family, the aged, health, and education.

Sharing Expertise With Developing Countries

Very early on, Canadian home economists' concern about the welfare of families extended abroad. In 1945 the United Nations Food and Agriculture Organization (FAO) was established, including a home economics branch directed by Canadian home economist Margaret Hockin. In the years that followed, several home economists from Canadian universities pioneered higher education abroad. Out of this grew a commitment in the developing countries toward the creation of outreach programs for rural development.

In the 1970's, CHEA began to explore ways of becoming officially involved in international development. With encouragement from the FAO, the International Federation of Home Economics and financial support from the Canadian International Development Agency (CIDA), CHEA's first twinning relationship was established between the Toronto Home Economics Association and the Caribbean Association of Home Economics in 1979. This joint project produced three textbooks for junior high school. Since then 16 other twinning partnerships have been established through local and provincial international development committees across Canada. In addition to textbook development, projects have included daycare centers and daycare worker training, consumer education, secondary school home economics curriculum, teaching/learning packages for primary schools, nutrition education, and a vocational training program for students leaving school before graduating. All of these focus on the needs of the local people and are designed to allow individuals in developing countries to have more control over their destinies. In 1983, CIDA provided funding for a program administrator, and in 1987 for a development education officer. Development education became an important part of the program, with educating Canadian home economists about development issues going hand-in-hand with twinning. To achieve this, audiovisuals and educational kits were created to help members examine specific development issues.

Committees

In 1939 the CHEA founders established 13 standing committees; today there are 21. Many committees have continued through the years, sometimes with a change of name or focus. Three committees central from the beginning were the Extension Services Committee (recently renamed Home Economists in Government), the Home Economics Women in Business (later Home Economists in Business) and the Education Committee (now known as Home Economists in Education). Each of these committees has a story to tell, but the focus of this paper will be the work of the Education Committee.

Home Economists in Education

The objective of the early education committee - quality, effective home economics education in schools and universities - has endured. Only the focus and means of achieving this objective have shifted as times and needs have changed.

From the outset, the Education Committee was concerned about the content of home economics courses and the qualifications of teachers. In 1939, the Committee conducted a country-wide survey of home economics in elementary, junior and senior high schools, and universities.

In 1942, CHEA polled members to determine their views on minimum standards for the education of home economics teachers and for their opinions on appropriate textbooks. When each research project was completed, letters were sent to the provincial departments of education. Overall, CHEA recommended that home economics supervisors be appointed for each province and that high school home economics teachers should be well trained and have qualifications equal to those required for the teaching of other high school subjects. In 1943 a report by Dr. Hope Hunt, chair of the Education Committee, stated that educators should be urged to employ only qualified teachers and that home economics should begin by grade 6 for boys and girls, at least in relation to health and family living. She suggested, as well, that university departments expand according to the particular needs in their part of the country. The 1945 education report contained an outline of minimum requirements for undergraduate training of teachers, and during the ensuing year, the Committee considered minimum course standards and devised a course of studies for an undergraduate program in extension work.

In 1949, with financial assistance from the membership, and from the Canadian Life Insurance Officers Association, Grace Duggan (Cook), Associate Professor in the School of Household Economics at the University of Alberta, was appointed to conduct a nation-wide study of home economics education. This

project involved meetings with home economics faculty members, graduates, and prospective employers across Canada. This study found that significant changes had occurred in educational institutions. The Duggan Report found that students' primary reason for enrolling in home economics was not preparation for marriage, as was earlier the case, but rather their desire to earn a living in a women's profession. The committee which studied the report concluded that:

The universities must place more emphasis on preparing graduates for a professional career...More intensive training is required in the specialist courses, so that graduates will be more fully prepared to meet the demands of the business world....More specialization is required if the universities are to meet the need for adequately trained women in home economics.... (and) emphasis should be placed on the possibility of providing a two-year core of general education subjects, followed by two years of specialization.

Over the years universities gradually changed to four-year programs and developed areas of specialization. Teacher training qualifications were raised and were more standardized across the country. Home economics curriculum in schools had always been under provincial jurisdiction, and curriculum concerns were frequently dealt with by provincial home economics associations. As a result, the efforts of the Education Committee shifted to actively supporting the teachers in the profession.

The 1968 annual report indicated that the Education Committee was gathering information about opportunities for graduate work in Canadian universities, and on vocational and technical programs in secondary schools in each province. A summary of family life and child development courses was sent to the Departments of Maternal and Child Health, and National Health and Welfare.

By 1970 there was growing awareness of the importance of consumer education, and the annual report contained the results of an extensive survey of Canadian university-level courses in consumer education and management. The survey indicated that there was "a growing awareness of the importance of [these] courses..." and pointed out the necessity of extending them "to all areas of the university."

Building Closer Links

Through the 1970's and into the early 1980's there was concern with structure and terms of reference for the Education Committee. The committee was structured so there was representation from each province, and closer

liaison was possible because CHEA conferences were held annually. In 1977 the chair of the Education Committee, in recommending future directions, suggested that this group could be more effective if the professional aspects of teaching were emphasized. It was thought this could be done by planning an education session at each annual conference to examine issues related to the profession of teaching.

The 1978 annual report mentioned such a session for teachers at the conference, and subsequent reports indicated that special sessions and workshops for teachers were a responsibility of the Education Committee. The success of the computer workshop at the 1983 conference precipitated the idea of a travelling workshop in co-operation with the affiliates across Canada. As part of the recognized need for on-going professional development, joint ventures in continuing education have been undertaken at the provincial level.

In the early 1980's there was growing concern about the trend to downplay the importance of home economics in schools. Members in the field of education were asked to report any concerns in their areas to the Education Committee for further action by the board. In 1984 a position paper on home economics/family studies in Canadian schools was written. The report was released to members and internal groups prior to the 1985 annual meeting, and to the public in mid-August of that year. Members were encouraged to distribute the paper and use it for information and lobbying in their school area.

Shaping Public Policy

The education position paper was but one of many resolutions, briefs, position papers and reports that CHEA has prepared over the years. By 1941, the Association had advocated that the Department of Agriculture provide legislation for a simpler food grading system, for regrading of fruit removed from storage, for extension of meat grading to include all fresh meats, and for pasteurization of milk in all provinces. The Association had endorsed a proposal to the Federal Department of Health to establish Canadian food values, and recommended establishing a National Bureau of Textile Testing and Research to serve the Canadian consuming public.

Throughout the 1940's, CHEA continued to present its positions to the government. These included recommendations that piece goods and ready-made garments be labelled as to fiber content, that school lunch programs be emphasized, and that a public education campaign be undertaken to encourage the use of whole wheat flour. In 1949, a brief was presented to the Royal Commission on the National Development in Arts, Letters and Sciences regarding what home

economics had to offer to the cultural development of Canada. In the 1950's CHEA recommended standard sizes for baking utensils, and standard abbreviations for teaspoon (tsp.) and tablespoon (Tbsp.). Twenty-five years later, the association worked with the government to establish standards for metric measures. In the 1980's CHEA responded to government papers on nutrition labelling, pensions, pornography and prostitution, child care, and divorce mediation.

In looking at the history of the Canadian Home Economics Association, it is evident that some things change and some things stay the same. The issues and means of responding may be different, but CHEA's concern for the welfare of individuals and families has been constant.

References and Sources

CHEA newsletters, 1940-1950 and 1975-1988.
Canadian Home Economics Journal, 1950-1988.
CHEA Minutes of Executive, Board and Annual Meetings, 1939-1988.
CHEA Annual Reports, 1940-1988. •••

Note: The authors of this paper are in the final stages of editing the manuscript for *We Are Tomorrow's Past: A History of the Canadian Home Economics Association*. The publication has been prepared to commemorate the 50th anniversary of CHEA. Those wishing to read the complete book are invited to order a copy. Cost is \$10.00 + \$1.50 handling for members, and \$15.00 + \$1.50 handling for non-members (Canadian funds). Cheque or money order should be sent to:

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, Ontario
K1P 5H3

(Peterat, Continued from page 19.)

Peterat, L (1986). Home economics in Canadian schools. *Journal of Consumer Studies and Home Economics*, 10, 271-278. •••
Peterat, L (1984). *Home economics, A survey of provincial curricula at a secondary level* (unpublished report). Fredericton, New Brunswick, University of New Brunswick, Faculty of Education.
Peterat, L (1985). Home economics education in secondary schools. *Canadian Home Economics Journal*, 35(2), 80-83.

(Young, Continued from page 17.)

many areas of specialization were offered for the size of the faculty. Most criticized were the laboratory classes in foods, clothing, interior design, and communications which required additional space for the laboratory and time for the application of theory in a practical way. Finally, at the October 1988 meeting of the senate, President Kristjanson stated that the College of Home Economics was being closed for economic reasons.

A Sense of Place

The pioneer families came to Saskatchewan with a sense of place. They thought that this province was a place where they could raise families in freedom. For most of the century home economists have had a place in the educational system of the province, assisting the families to survive with a satisfactory quality of life. The future is obscure. Now it is the home economists who are searching for a sense of place as closure of the College of Home Economics is planned in 1990. As a profession we must focus on the role of home economics education in a changing world. Which curriculum concepts are home economists best prepared to teach? What problems of the family are the mandate of home economics teachers?

References

Begin, M. (1988). Debates and silence. Reflections of a politician. *Daedalus*, 117(4 Fall), 335-362.
Calendar of the University of Saskatchewan. (1910), 72.
Rowles, E. (1964). *Home economics in Canada*. Saskatoon, Saskatchewan: Modern Press and University of Saskatchewan Book Store.
Statistics Canada. (1976). *Census of Canada population: Demographic characteristics: Mother tongue*. Ottawa, Ontario: Statistics Canada.
Young, W. E. (1975). A chronology of changes at the University of Saskatchewan. Unpublished manuscript. Saskatoon, Saskatchewan: Archives of the University of Saskatchewan.
Young, W. E. (1984). A content analysis of the Home Economics Bulletin. A paper presented at the American Home Economics Association 75th Annual Meeting, June 25-28, Anaheim, California. •••

The Best for Home Economics Education Is Yet To Come

Heidi Adair
Teacher
Fort Frances High School
Fort Frances, Ontario



Will home economics education survive into the 21st century? Why should we, as home economics educators, want to continue and how can we ensure our place in future societies? These are some of the very important questions that are being asked today by home economics educators. In order to plan our future, we must first look into our past; for it is the past that gives meaning to our present actions as well as helping to formulate our future plans. By studying demographics we can analyze the probable composition of future societies and predict what their needs will be. Our history and our future are important for educators to study in order that we might develop and instigate programs now that will help all individuals shape their lives. By looking back to where we as a profession have been and looking forward to where society is headed, we can see what we as home economics educators need to do now to ensure our place in the 21st century and beyond.

Where Have We Been

The history of home economics education began in the mid to late 1800's when rapid and dramatic changes were taking place in society due to the technological advancement of the times. The impact on the family was staggering as the agrarian way of life evolved into an urban industrial lifestyle. The family unit which had formerly been relatively stable, self-supporting, and geographically and emotionally close was becoming increasingly dependent, separated, and alienated (Lund, 1976).

In earlier times, the home was the center of everything. As well as being a place for nurturing and love, it was the center of production in which the work done by women was valued equally to that done by men. When men moved into wage-paying jobs in factories, the work

of women was devalued because no direct financial benefit was evident.

It was during this period of rapid social change and upheaval that a group of scholars came together in the ten Lake Placid Conferences. Their objective was to devise a new discipline that would respond to problems facing individuals and families (Lund, 1976). Born out of a concern for the plight of overworked women, undernourished children, and the unsanitary living conditions of the early 1900's, the discipline's goal has been that of improving the well-being of the family and individuals. Historically, in all cultures, the family has been the cornerstone of any society, instilling the value systems of the times and socializing the next generation to be effective citizens (Lund, 1976). It was felt that during this era of such rapid change, which had never before been experienced to such a degree, that a profession and knowledge discipline was necessary that would help individuals cope with change.

The need for this field was reemphasized by World War I and II when homes increasingly became centers of consumption rather than centers of production. At this time, educators came to the forefront by teaching young homemakers the importance of conserving resources, not only food but also money, and emphasis was placed on being a "time efficient" housekeeper. The primary aim of home economics education throughout its short history has been to react and respond to the social changes of the time. The field of home economics evolved from the accumulated experience of individual's reactions to serious social need, and a successful future depends upon the actions taken by teachers in the field today (East, 1982). We must now become the innovators of the future as well as reactors to the present and start shaping our future instead of deciding how we fit into a preconceived future others make for us.

Our Future

Home economics education has come a long way in a relatively short period of time and throughout this time educators have tried to meet the needs of the students and their families. In this modern era of rapid change in our society, it is necessary that we study the demographic trends to deduce what the needs of our students will be in the future and design programs now to prepare them well for that future.

One predominant change in future civilizations will be in the variety of family forms recognized by societies (Whatley, 1974). There will no longer be one typical family but, as Martin and Light (1984) state, there may be as many as 13 different types of households. One characteristic of these future families will be that a great number of women will be working outside the home (Cetron et al., 1985). As a result of this, child bearing will be delayed and the birth rate will continue to fall. By the year 2000, the school aged population (age 5-17) will have dropped to 28% from 32% in 1982 and, along with this trend, our population will continue to age with the fastest growing age group being those 85 and over (Cetron et al., 1985). These demographics show home economics educators that people in the future should be able to understand the dynamics of all family forms and how the quality of family life contributes to all of its members throughout the entire life cycle. Home economics education should provide an integrated program that prepares individuals for both the role of making a living and for living itself (Harriman, 1977).

Other social problems such as the problems of crime, mental illness, health problems, suicide, drug and alcohol abuse, spousal and child abuse, teen pregnancy, unemployment, poverty, and discrimination, all continue to rise at an alarming rate and are a direct threat to the families of today and tomorrow (Spitze, 1984). Education should not merely be a preparation for progressively higher learning but more importantly, the preparation for life as individuals, families, and as a society. All of these problems reduce the quality of family life and are most often the cause or result of stress.

As home economics educators, we should help families develop positive skills for creating good interpersonal relationships that are built on realistic expectations (Spitze, 1976), and foster the ability to find alternatives and rationally analyze the consequences. Individuals and families can then deal with stress without abusing their spouses and children, teenagers can analyze the alternatives open to them and make positive choices concerning sexuality and, by dealing with stress, we will all have more healthy lifestyles. Developing programs for the future in this rapidly changing world requires that the home economics professionals be constantly aware of new technology and its impact on the family.

What We Need To Do Now

No matter what predictions are made for the future, home economics educators must begin taking steps now to ensure their place in that future. Home economics teachers have good reason to be worried about their future. Because this is an era of rapid change,

depleting resources, and declining enrollments, putting money or time into one program often means reductions in another (Moxley, 1984). The implication of this for the home economics teacher is clear; we must teach something of consequences, teach it effectively, and tell others about it.

As a profession, we must all be competent in our knowledge of our subject areas. Being professionals, it is essential to continue to be competent by allowing time and energy for professional growth (Moxley, 1984). We cannot, in the future, teach students to use equipment which will soon be outdated, or to sew on fabric which may become obsolete, or plan meals that are out of the individual's price or time range (Spitze, 1976). Perhaps in time professionals can devise among themselves ways to avoid incompetence by requiring continual updating. Is it ethical as teachers, who have as a major educational objective to develop in students the love of learning, (Spitze, 1984), not to continue to learn themselves?

Home economists must continue to be assertive in letting others know their actions and intentions in order to broaden the understanding of society as to what home economics is all about. Most people base their perceptions about home economics on what they experienced in their junior and senior high school years (East, 1982). Since home economics was traditionally an all female field, most males in influential positions (such as legislators, administrators, and curriculum review committees), and parents are basing their beliefs about home economics on ignorance (Glines, 1985). It is the responsibility of all home economics educators to continue communicating the realities of the profession to others (Swope, 1974) and, through involvement in the community with parents and administrators, we can educate others about home economics today.

Home economics teachers must become involved politically and support those from our profession who take leadership roles in schools, school divisions, and government. As a profession we have often been regarded as "nice, likeable ladies" who are "doers and not thinkers" (Moxley, 1984). If we are dedicated and believe we are teaching something of consequence, the time has come to stand up and be heard. This is why it is imperative that we support our professional organizations. They serve as the strongest voice for our profession and unify the many subject areas of home economics.

The most important step we can take now is in designing a curriculum that meets the needs of today and tomorrow. As our society changes, so should our curriculum to better meet the needs of society (Spitze, 1976). In Spitze's article (1976), the author states that our curriculum should include more information on the dynamics of marriage, parenting, and child

development so that future generations will have realistic expectations for their relationships and the ability to deal with stress. In the new curriculum guides for Manitoba, these topics are a major component of the senior high school Family Studies program.

Home economists should let all administrators and students know how home economics courses can affect their future lives. With budget restraints and a "back to basics" movement, it is important that we become visible and show that what we are teaching is basic—basic to life. Dagenais (1987) states we must be careful not to overstate our programs by claiming that we are a little bit of everything, losing the focus of the family. We are teaching the basics for life: food, clothing, shelter, and interpersonal relationships.

Just as an outdated curriculum will no longer meet student needs, traditional teaching techniques will also need to be revised (Whatley, 1974). All types of teaching techniques must be used for variety is the key to reaching all students and much used, older techniques are recognized as ineffective in teaching many of today's students. The classroom setting should move beyond food and clothing laboratories into other settings for experiential learning—social agencies, community organizations, government. This would change the perceptions others have of home economics and help others to see its value in a new way (Haney, 1985).

The last step and perhaps the most controversial is that we must stick to our name and work as home economics educators. Many schools have dropped the name of home economics in favor of other terms such as life skills, yet all this serves to do is confuse students about what goes on in our classrooms. Many home economics teachers believe that because our field has changed, that the title home economics no longer reflects what we do, and thus conveys inappropriate stereotypes that work against us in recruiting students. Although a name change might provide some immediate relief to an image problem, it is not a long-term solution! Rather, our common title should serve as a unifying bond between all members of our profession and, through the development of effective public relations programs in our schools, we can communicate to all students and staff what is now going on in our classrooms. We have been home economists since the Lake Placid Conferences (1899-1909) and have a history to be proud of. If we take action now, we can continue to be proud of our contributions to society in the future.

Conclusion

In summary, home economics education will continue into the 21st century by taking important steps now to help society prepare for the future. It is time to stop making excuses for ourselves, our programs, enroll-

ments, and our name (Dagenais, 1987). Instead, we must look to the future and what it holds so that we can prepare individuals to look positively into the future, anticipate and create change (Brun, 1976). As a novice home economics teacher, I do not feel that this profession is at risk but rather that, due to dedicated professionals in the field and the fresh new ideas that arise each day, the best for home economics education is yet to come!

References

- Brun, J. K. (1976). Futurism as focus for home economics education. *Illinois Teacher*, 20(1), 2-8.
- Cetron, M. J., Soriano, B., & Gayle, M. (1985). *How American business and education can cooperate to save our schools*. Toronto: McGraw Hill.
- Dagenais, R. (1987). Home economics education: A profession at risk in a nation at risk. *Illinois Teacher*, 30(4), 129-133.
- East, M. (1982). A look back to plan ahead: The fences and the stakes. *Illinois Teacher*, 26(1), 19-21.
- Glines, D. (1985). Home economics and the future. *Illinois Teacher*, 28(3), 103-105.
- Haney, P. H. (1985). Orienting to the future. *Illinois Teacher*, 27(1), 6-11.
- Harriman, L. C. (1977). Changing roles: Implications for home economics. *Journal of Home Economics* 69, 22-27.
- Lund, L. A. (1976). The future of the family. *Journal of Home Economics*, 68, 9-11.
- Martin, R. E., & Light, H. K. (1984). Preparing students for family life beyond the 80's. *Illinois Teacher*, 28(1), 28-30.
- Moxley, V. M. (1984). Home economics at risk. *Illinois Teacher*, 28(2), 46-48.
- Spitze, H. T. (1976). Home economics in the future. *Journal of Home Economics*, 68, 5-8.
- Spitze, H. T. (1984). Yes, our nation is at risk, but. . . *Illinois Teacher*, 28(1), 2-4.
- Swope, M. R. (1974). The future: What's in it for secondary school home economics. *Illinois Teacher*, 18(1), 6-9.
- Whatley, A. E. (1974). Indignation, an impetus for change: Implications for the professional home economist. *Illinois Teacher*, 18(1), 10-13. •••

(Peterat, Continued from page 19.)

- Peterat, L (1986). Home economics in Canadian schools. *Journal of Consumer Studies and Home Economics*, 10, 271-278. •••
-

Alice Ravenhill: International Pioneer in Home Economics

Mary Gale Smith
Graduate Student
Faculty of Education
University of British Columbia
Vancouver

As the Canadian Home Economics Association celebrates its fiftieth anniversary, it seems timely to consider the work of its first honorary member, Alice Ravenhill. Recognized by the American Home Economics Association as a founding member and the first woman to be conferred a fellowship of the Royal Sanitary Institute in her native England, Alice Ravenhill was truly an international pioneer in home economics. As a woman from an upper class family who was not allowed to pursue a career until family financial resources declined, she became an authority on public health and was noted for her stimulating public lectures. In 1900, at the Annual Congress of the Royal Sanitary Institute held in Paris, her interest was sparked by "the prominence given to the American methods of handling "Home Economics" (Ravenhill, 1951). From then on she actively promoted her vision of home economics in England, Canada, and the United States. This vision was very much influenced by her health and sanitation background.

A Brief Life History

Born in 1859, Alice Ravenhill grew up in the English countryside. She was educated at home and at residential schools for daughters of the privileged until family financial reversals forced her to return home at seventeen. Her father rejected her proposals to attend public day school and to train as a hospital nurse. It was not until she was almost thirty that her father finally allowed her to fulfill her desire to become part of the social welfare movement.

Our grandfather had left to each of us a small annuity, and I was determined mine should suffice...to prepare for the diploma given by the National Health Society to those who passed the requisite examinations for County Council Lecturers in rural districts on "Home Nursing,"

"First Aid," and "Health in the Home" (Ravenhill, 1951).

An excellent student, Ravenhill was encouraged to enter nurses' training but she declined recognizing "the greater call of preventive work" (Ravenhill, 1951).

Ravenhill worked as an itinerant county council lecturer travelling to various villages and small towns in the west of England, giving short courses in hygiene. However the constant travelling and living conditions taxed her somewhat fragile health so she returned to London to the position of secretary to the Royal British Nurses Association and continued to give lectures when the opportunity presented itself. This commitment lasted three years until a severe bout of influenza forced her resignation.

In 1897, she began a two year tour of the larger centers in England giving a series of lectures on the Public Health Laws. Through this work Ravenhill concluded that support for legislation would only come about when "a general and better informed interest had been aroused in public sanitary reforms based upon sounder insight into the fundamentals of healthy living" (Ravenhill, 1951). While lecturers and publications were two ways of arousing public interest, Ravenhill could also see the potential of the formal education system.

One of the most progressive educational authorities, the West Riding of Yorkshire County Council approached Ravenhill in 1899, to train women teachers for a Home Nursing course for girls. She declined because rather than emphasizing prevention the course held a "too strongly morbid interest in illness and disaster" (Ravenhill, 1951). Instead she proposed that "...an opportunity might be offered to teachers of boys as well as girls to prepare themselves for diffusing...'health' interest and practice in their schools" (Ravenhill, 1951). Her proposal was accepted and she pioneered a thirty lesson class in September, 1899. This work continued at centers in Yorkshire, Leeds, Bradford and Wakefield until 1904. During this period, while attending the Annual Congress of the Royal Sanitary Institute in Paris, she became interested in home economics and decided to propose to the Special Report Department of the Board of Education that she carry out an enquiry into the methods of teaching home economics in the schools and colleges of the United States.

Thus, as special commissioner of the Board of Education of England and Wales, she attended the third Lake Placid Conference in 1901 and presented a syllabus: Teacher Training Courses in Practical Hygiene. An abstract of her address in the proceedings of the conference summarizes the course as comprising:

...a study of nutrition...the general structure of the body and functions...personal hygiene...domestic hygiene...municipal hygiene...cursory surveys of vital statistics...sanitary law, and the scheme of local governments in England... (Lake Placid Conference, *Proceedings*, 1901).

She returned to teaching in Yorkshire. While there she published her report on degree courses in Household Economics in the United States. As a result, she became the first woman Fellow of the Royal Sanitary Institute. Poor physical health continued to plague Ravenhill. In 1904, she was forced to leave her work in Yorkshire and return to London where she became involved in committees concerned with school hygiene. She lectured on such topics as hygiene, public health, and physical development in childhood and carried out investigations in health, child development and moral training.

All the while, Ravenhill was pursuing another objective, that of a course in Household Economics at London University. After years of tireless lobbying:

Thus it came about that the somewhat suspicious faculties of the University of London agreed to sanction the introduction of post-graduate and undergraduate courses in social and household sciences, by the usual procedure of first granting a diploma and later, after the course has been sufficiently tested and shown to have reached university standards, granting a degree (Ravenhill, 1951).

The course was offered at King's College for Women in October, 1908. Ravenhill lectured there until the close of the academic year in 1910.

Ravenhill left the work she was so devoted to when her nephew, who had attended agricultural college, and her brother decided to homestead in Canada.

...I must confess the shock to me was startling when my sister insisted that she and I must join our men folk as soon as we could and make a home for them both during the early years of pioneer life (Ravenhill, 1951).

These "urgent family claims" brought her to Shawnigan Lake, Vancouver Island, British Columbia. Well into her fiftieth year, Ravenhill and her sister embarked on a life of hard physical work, homemaking in the bush while her brother and nephew cleared the land.

In Canada she found her services in demand and her career as a lecturer continued. In 1911, Ravenhill began a long association with the Women's Institute when she responded to an invitation from the Department of Agriculture to address these women's groups in the province. She also spoke to teachers in Victoria, Vancouver and Nanaimo about child and school hygiene. One of her biggest challenges was that of principal speaker in an appeal to the University of British Columbia for the establishment of home economics. (More than thirty years would pass before this came into being.) Of all her public speaking, the invitation from Mrs. Massey Treble, to give the inaugural address at the official opening of the Household Science Building at the University of Toronto was considered "one of the great compliments" (Ravenhill, 1951).

In 1915, Ravenhill began a four year period of working almost exclusively in the United States. She addressed home economists in Seattle on the topic of economics and efficiency. She gave "...a series of lectures on what might be termed the Science of Human Life..." (Journal of Home Economics, 1916) at Oregon State Agricultural College. Ravenhill became the first international lecturer appointed by the American Home Economics Association as trustee of the Ellen H. Richards Memorial Fund. In 1917 she embarked on a lecture tour of the United States which took her to sixteen universities and colleges; her topic was "Physical Development in childhood." The first stop on her tour was Salt Lake City, Utah where the State College officials invited her to Logan for two years to reorganize and expand the Department of Household Economics. Although she accepted the assignment, she was unable to fulfill the commitment as age, the altitude, and a severe bout of Spanish influenza forced her retirement in 1918.

She and her brother and sister purchased a home in Victoria and closed the book on active promotion of health and home economics, although she maintained her interest through reading and correspondence. In 1926, the Women's Institute asked for her advice on how to adapt native designs to the making of hooked rugs. Little did they know that the interest they sparked would become the new focus of Ravenhill's abundant energy. From that time until her death in 1954, she used her talents to draw attention to the arts and crafts for the native people of British Columbia and it was for that contribution as well as for her work in the advancement of social welfare that she was

and crafts to the native people of British Columbia and it was for that contribution as well as for her work in the advancement of social welfare that she was awarded an honorary degree of Doctor of Science from the University of British Columbia in 1948.

The Purpose of Education

Ravenhill preferred preventative work. Her initial work in education developed because she believed that education could prevent many social ills. It was in the national interest to have healthy, productive citizens. Her guiding principle was "that public health means public wealth, mental, moral, and physical, as well as financial" (Ravenhill, 1902). Ravenhill's beliefs were consistent with the general theme of schooling at the time—nationalism. The aim of education was threefold: to maintain the greatness and glory of the state; to train for patriotic citizenship; and to protect the state from external attack and internal disintegration. She wrote:

Once convince the people and the Press of the vital connection between my subject and national efficiency, and the suitable inculcation of hygienic rules for the maintenance of sound health must and will find an honored place in educational institutions for all ages and for both sexes (Ravenhill, 1902).

As a result of her trip to the United States, she frequently used the American system as an example:

School life and interests are there really "national," and the nation looks to the schools to cooperate with the homes in the manufacture of a human product second to none in the universe (Ravenhill, 1902).

And she was always quick to point out that "the study of elementary hygiene and physiology...is the only obligatory subject required throughout the States" (Ravenhill, 1902).

It is interesting to note the terminology used by Ravenhill. "Efficiency," "inculcation," "manufacture of human product" all point to the metaphor of the school as a factory. Another frequently used term was "imperial" as in a woman's "imperial service" or "imperialism." The term usually means "of or pertaining to an empire" but in Great Britain it has the added significance of "designating the principles and aims of the Imperial Federation Committee established in 1893, which invited the colonies to take a share in the cost of imperial defense" (Webster's International Dictionary, second edition, 1935).

In Canada, Ravenhill referred to imperialism and the advancement of the empire in her address at the opening of the Household Sciences Building at the University of Toronto in 1913 when she stated:

This function attests to the forging of another link in the chain of imperialism by which our great empire is united for the advancement and protection of its people....It is quite legitimate to describe household economics equally with imperialism...for its aim is to promote the welfare of our race... Imperialism recalls to the individual the responsibilities attaching to the goodly heritage he enjoys; also does family life (Ravenhill, 1913).

She also included that "the full scope of this comprehensive subject (was) the right conduct of human life in the home" (Ravenhill, 1913). Nowhere in her writing does she address the value question of who decides on the "right conduct." Perhaps it is the result of her upper class upbringing that allowed her to make pronouncements as she felt "...most reforms, if not all, filter from the higher to the lower strata of society" (Ravenhill, 1913).

At the end of her career in home economics education, Ravenhill described what should be included in a college course on child welfare. In 1919, she was still concerned with the state of infant mortality statistics, the increasing death rate of those over thirty years of age, the prevalence of infections and disease, and the effects of such things as defective feeding and insufficient sleep. She continued to believe that education was the answer as she wrote:

Each individual is answerable to the community for the contributions he makes to the welfare and prosperity of the nation...The new education will insist that the cultivation of health is a public duty and that preventable sickness is a dereliction of such duty... (Ravenhill, 1919).

Ravenhill's beliefs about the function of education remained fairly constant throughout her lifetime. She continued to believe that the main function of education was to promote the welfare of the nation by preventing conditions which caused deterioration. She maintained that the home was the foundation of society and it was there that the problems must be addressed.

The records of history afford a wealth of sound evidence that the quality of human life and the character of the homes in which it is reared and maintained underlie every interna-

Thus, the children in school must be educated by experts on how to live properly and women must be trained to administer the home properly.

It is not for economic competition with their brothers that we urge girls to attend college; it is not for immediate economic independence and relief from the restraints of the family circle that the doors of our universities have been thrown open to them; but to afford them rightful opportunities for self-development on the one hand and of essential equipment for their highly dignified national responsibilities on the other (Ravenhill, 1920).

Although she advocated a liberal education for women it was to help them perform their "national responsibility" which was the maintenance of the home and the production of healthy productive citizens.

A Vision for Home Economics Education

Ravenhill's vision of home economics was best revealed in a critique, which she wrote in 1917, of a syllabus of home economics subject matter for universities and colleges which had been prepared by the American Home Economics Association. The following is a summary of her main points:

1. The aim of home economics is to promote human progress.

Its object is the inculcation of right methods and practice...Its aim is to release mankind from bondage to unnecessary physical, moral, and mental disabilities, and to set human nature free to realize its full inherent powers (Ravenhill, 1917)

2. Home economics is but a part of hygiene.

Hygiene, — the conservation and maintenance of health, — is to me the lens through which we should focus all learning upon the advancement of life...(H)ome economics students fail to grasp that their primary object is the promotion of health, physical, mental, and moral; and that instead their chief end is rather the production of...food, clothing, and shelter (Ravenhill, 1917).

3. Home economics is a broad, comprehensive, integrated subject area.

The habitual arrangement of subject matter into the three main sub-divisions of food, clothing

and shelter...are of undeniable importance to the right conduct of human life; each is closely linked to the other through mutual relations to the whole; but this latter fact is liable to the obscured by the general method of emphasized subdivision (Ravenhill, 1917).

4. Home economics involves the application of scientific principles from both the physical and social sciences.

Fewer hours shall be spent...in actual preparation of food and in the mere setting of stitches;...personal hygienic practice, the responsibilities of parenthood, the physical as well as the psychological development of children, the social and civic relations of the home, must all receive more definite and more extended and more suitable coordinated treatment... (Ravenhill, 1917).

5. Home economics is a course for both males and females.

Home influence is the earliest and most permanent element in the formation of character as well as in the protection of health; it must now advance a step further and recognize that this responsible influence is based upon certain fundamental principles which must be studied and applied equally by men and women (Ravenhill, 1917).

6. The main objective of home economics is the better understanding and maintenance of human life.

The relation of selves to society; emphasis upon the moral and economic aspects of "being well born," well tended, well trained, well recreated, well exercised, in home life; all these factors in human welfare and many more...are vital elements, inadequately emphasized, insufficiently coordinated, in most of our courses (Ravenhill, 1917).

7. Home economics education should develop a wholistic form of knowledge.

I aim to direct attention to the existing risk of neglecting the synthetic by exaggerated devotion to the analytic... (Ravenhill, 1917).

8. Home economics education should include study of the broad cultural and historical aspects of the subject.

(Such study) will foster that sense of perspective, that perception of the relation of the parts to the whole which maintains balance and adds dignity and responsibility to the course (Ravenhill, 1917).

9. Home economists and home economics educators have a responsibility to advance their cause.

A deprecatory, retiring attitude is not the best advertisement of a great cause... (Ravenhill, 1917).

As frequently pointed out by historians there was not consensus in the field. Not everyone agreed with Ravenhill's conception of home economics. Isabel Bevier (1918), for example, differed with Ravenhill especially with her choice of a "measuring unit"

Some contradictions in Ravenhill's work also need exploring. How do you, for example, reconcile "inculcation" with "synthetic reasoning"? Many would take issue with Ravenhill's view that home economics is but a part of hygiene although most would agree that hygiene, or health as it is more commonly referred to today, is a part of home economics. Although Ravenhill does mention the development of human powers, one must ask of her, to what end? Ravenhill would probably align with the good of the state while others would align with a more humanistic view considering the well-being of the individual and family.

Conclusion

While there was considerable preoccupation with management as evidenced in the themes of "efficiency" and "economy," which leads one to believe that home economics was a very technical occupation which could be learned by "inculcation," Ravenhill also expressed concerns with which home economics educators continue to struggle, for example: the "wholeness" of home economics; the health and well-being of families; education of both males and females; child care, critical thinking versus rote learning; and the promotion of home economics. Although we may not always agree with her interpretation of home economics education, Ravenhill lived her life believing that she could make a difference and she challenges us to do the same.

- Journal of Home Economics*. (1916). News from the field. 8(5), 276.
- Lake Placid Conference on Home Economics. (1901). *Proceedings*. Washington, D.C.: American Home Economics Association.
- Ravenhill, A. (1897). The health of the community: How to promote it. *Public Health Papers*. Kirkby Lonsdale: Women's Co-operative Guild.
- Ravenhill, A. (1902). The teaching of hygiene. *American Kitchen Magazine*, 17(3), 184-189.
- Ravenhill, A. (1913). Address at the University of Toronto. *Journal of Home Economics*, 3(3), 250-257.
- Ravenhill, A. (1917). The scope of home economics and its subject matter in universities and colleges. *Journal of Home Economics*, 11(9), 393-404.
- Ravenhill, A. (1919). Reconstruction in relation to home economics. *Journal of Home Economics*, 11(10), 436-439.
- Ravenhill, A. (1920). The open forum. *Journal of Home Economics*, 12(11), 508-512.
- Ravenhill, A. (1944). *Notes on her life*. U.B.C. Special Collections: typewritten.
- Ravenhill, A. (1951). *Alice Ravenhill—the memoirs of an educational pioneer*. Vancouver: J. M. Dent and Sons. •••

(Eyre, Continued from 25.)

- Sadker, M., & Sadker, D. (1986). Sexism in the classroom: From grade school to graduate school. *Phi Delta Kappan*, 67(7), 512-520.
- Shakeshaft, C. (1986). A gender at risk. *Phi Delta Kappan*, 67(1), 499-503.
- Spender, D. (1982). *Invisible women: The schooling scandal*. London: Writers and Readers Publishing Cooperative.
- Tetreault, M. K. T. (1986). The journey from male defined to gender balanced education. *Theory Into Practice*, 25(4), 227-234.
- Thompson, P. J. (1984). Home economics: A knowledge system—not a gender system. In P. J. Thompson (Ed.), *Knowledge, technology and family change* (pp. 317-341). Bloomington, Illinois: Bennett & McKnight.
- Weiner, G. (Ed.). (1985). *Just a bunch of girls*. Milton Keynes, U.K.: Open University Press. •••
-

References

- Bevier, I. (1918). Comment and discussion [Letter to the editor]. *Journal of Home Economics*, 10(1), 40-41.

In Search of Place

Dr. Wanda Young
College of Home Economics
University of Saskatchewan
Saskatoon, Saskatchewan

The purpose of this paper is to review the history of home economics education in the province of Saskatchewan, Canada. The review will include a statement about the search for a place to live by settlers from many parts of Europe. Another statement explains the place of education in the value scheme of these people, especially of a higher education and of home economics education. As a university expands, faculty are drawn from other places. From which places were the faculty of home economics drawn?

It was the important value placed upon the family that gave home economics education its place or position in the educational system. What role or place have men had in the development of the discipline of home economics? What has been the location or place for the study of home economics in Saskatchewan? What is the position or place of other specializations in the field of home economics? At what point or place was a need felt for a professional organization in home economics education? These are the questions which guide the consideration of the following scenarios.

The Settler's Place

The man looked across the creek to the hill which broke the flow of westerly wind. To the right there was a wave of golden color from the aspen trees which stretched from the top of the hill to the plain. To the left, or south, a similar band of color worked its way down the hill. The central portion was filled with bushes and there the color was a rich red. Across the creek a flat sweep of land stretched to the base of the hill, surrounded it and disappeared both to the north and south. "There," he said to the sturdy dark woman by his side, "there is where we will build our home. We can use logs from the parkland and cement them with mud from the creekbed. It will be like our parents home in the Ukraine." And so another European family settled in what was to become Saskatchewan.

Further south on the plains, a prairie wagon had remained at home all summer. As weather turned cooler the young Irish wife suggested to her husband that they cut the sods and stack them to make a house,

using the peat cutting skills they had developed in the homeland. Many rural families today point with pride to the log cabin or sod shanty still standing on the family property, built by the grandparents.

The mother languages spoken in Saskatchewan indicate the multicultural nature of the settlers. English, German, Ukrainian, French and native Indian, in that order, and the predominant languages (Statistics Canada, 1976). The shapes of church towers in the small communities are as diverse as the languages. Religion does shape the thinking and the values of Canadians (Begin, 1988).

The Place of Education

These settlers had left Europe, in search of a place where they could be free to till the soil, to raise a family, to worship together, and to provide education for that family. The University of Saskatchewan charter was instituted in 1907 to answer the needs of these pioneers for higher education which would be of service to the people of the province (Rowles, 1964). *The 1910 Calendar of the University of Saskatchewan* includes the Statutes of the Charter. Statute IX refers to the establishment of faculties: "There shall be established a School of Domestic Science and Art at such time as the Governors determine" (1910). Although President Murray promised such a school it was not until 1928 that he was able to see it established (Rowles, 1964). Meanwhile, the settlers wanted assistance with beginning domestic problems. Short courses about women's work were offered by the Extension Division of the College of Agriculture beginning in January 1909 (Young, 1975). In 1913 the Department of Education offered a summer school course to train teachers of Domestic Science. In 1914 the contract for summer school classes was offered to the University of Saskatchewan. In 1916 President Murray sought a staff member to offer such courses during winter term as well. A year later, Mrs. Ethel Rutter came to the university to organize a certificate of specialization in home economics in the College of Arts and Science. By 1924, this specialization included training for dietetics. In 1928 the School of Household Science became a reality.

A Place for Faculty

Saskatchewan did provide a place for faculty. Mrs. Ethel Rutter, the first home economist, came with a Philosophy degree from the University of Chicago. Before she became director of the school of Home Eco-

nomics in 1928 she had earned an M.A. at Columbia University.

Other early faculty, Bertha Oxner, Edith Patrick, and Helen Wilmot, had undergraduate degrees from the University of Toronto or the University of Saskatchewan. They had studied at either the University of Chicago or Columbia University and completed M.A.'s before being promoted.

In total, 61 faculty members have taught in the College of Home Economics at the University of Saskatchewan. Of these, 19 took their undergraduate degree at the University of Saskatchewan. They went on to graduate study at other universities, mainly in the United States. From a study of the calendars from 1910 to 1988, it was found that home economics faculty had earned 43 master's degrees and 14 doctor of philosophy degrees.

The 43 master's degrees included 28 science degrees and 15 arts degrees. Three or more of the degrees were from Cornell, Manitoba, Columbia, Chicago, Minnesota, Wisconsin and Michigan State University. Other master's degrees were obtained from Toronto, Iowa State, Saskatchewan, London (England), Oregon State, University of British Columbia, Ohio State, Israel, Montana State, Texas Women's University, and the University of Leeds (England).

The first faculty member in home economics to have a doctor of philosophy degree was Dr. Hope Hunt who came in 1940 to direct the school, to change it to the College of Household Science in 1942, and to change the name to the College of Home Economics in 1954. Dr. Hunt obtained her degree from the University of Minnesota. Two or more of the doctorates have been achieved at Cornell, Michigan State, Minnesota, and the University of Edinburgh (Scotland). Other faculty with doctorates had studied at Columbia University, Wisconsin, Texas Women's University, Georgia, Alberta, and Cambridge.

The Place of Home Economics Education

In Survival of the Family

It was in 1908 that M. Python, of the canton of Freiburg in Switzerland met with a group of women from the canton, who were teaching about household tasks (Young, 1984). They were all concerned about the effect of the industrial revolution on the families of the canton as more women went outside of the home to work. This meeting resulted in the formation of the International Federation of Home Economics. The British of the higher classes at this same time were concerned because they were losing household helpers to the factories; housecraft classes were begun to train servants and the wealthy housewives who managed them. In Eastern United States and Canada, home economics

classes were begun in order to help the migrants adjust to life on the new continent. On the western prairies, domestic science classes were commenced in order to help the families survive in the harsh environment, with little transportation to bring products from the commercial centers of the east. The common element in these situations across the globe is survival of the family; survival against the forces of industrialization; survival from diffusion of the family caused by migration; survival from the impact of commercialization; and survival in the environment.

In Saskatchewan, the element of survival continued with the drought of the "dirty thirties." Teachers and university professors received worthless paper in lieu of salaries. In the forties it was survival in the conditions of World War II. In the period from 1950 to 1975 times were good and it was necessary for the family to survive the force of materialistic values. Divorce became common. Recently, the family has had to survive the destruction of natural resources, including another drought that is damaging the land and forcing farm families into bankruptcy.

In Relation to Men

Another common element in the stories of home economics in Switzerland, Britain, Eastern Canada, and in Saskatchewan in the early years of the profession from 1875 to 1925, was the role that men played. They established the advanced training for home economics teachers, the professional organizations, the universities in the United States and Canada, and the research institutes. Today men do not seem as concerned with professional help for families.

Through the years after World War II, home economists urged administrators to admit men into the colleges as students. There are some today, primarily in nutrition, textiles, design, and family and consumer studies at the graduate level. During the past ten years home economics courses at the elementary and secondary level have increasingly included courses for young male students. These classes have been more popular in the comprehensive and technical schools than in the academic high schools.

Location

If the meaning location is given to the word "place," there have been a number of changes in the place of home economics in Saskatchewan. The first home economics classes were the short courses offered by the Extension Division. These continued well into the seventies. Today home economists are employed by the Extension Division but they work with 4H clubs, with women's studies, and in general adult education.

The first credit courses were in home economics education in the College of Arts and Sciences. Training

of home economics teachers continues today. In the past twenty years a home economics teacher could pursue a four year degree in the College of Home Economics (formed in 1942 as the College of Household Science and renamed in 1954) and then proceed to a one year diploma course in the College of Education. Another approach is to pursue a four year Bachelor of Education with a double major in home economics. The first approach provided more content classes in home economics. The second approach gave students an opportunity to be in the classroom each year. Adjustment to teaching was made quickly by graduates from the second approach. In 1990 the College of Home Economics is to be phased out. The College of Education has been charged with the task of studying the best way to prepare home economics teachers in the future. This study is conducted by Dr. Beverly Pain.

Other Specializations in Home Economics

Dietetics and Nutrition

When small hospitals were built in the province in the early 1920's, a dietetics program was added to the offerings in home economics in the College of Arts and Sciences. This was expanded to include nutrition classes. In 1966 there was a major in Food Science, to service the agriculturalists of the province, as well as a major in Dietetics and Nutrition. The Food Science major was transferred to the College of Agriculture in 1983. The Division of Nutrition and Dietetics within the College of Pharmacy was formed in 1987 by transferring students and faculty from the College of Home Economics.

Clothing and Textiles

Clothing and textile classes have been offered for teachers from the early years. A major in Clothing and Textiles was formed in 1966 for home economists in business. With the phasing out of the College of Home Economics in 1990, these courses will disappear. A course in socio-economic aspects of clothing and textiles may be included in the program of home economics education.

Household Economics and Management

A major in Household Economics and Management was set up in 1966. This was absorbed into the Division of Family and Consumer Studies in 1980. Currently a program in Family Resource Management is before the Academic Affairs Committee of Council. Although the farm crisis makes such a program essential, there is no guarantee that this program will be initiated.

Housing and Design

Finally, a major in Housing and Design was set up in 1966. Graduates from this program have succeeded in becoming registered designers in the Interior Designers of Saskatchewan, a professional body. The environment of Saskatchewan has some unique qualities for research in housing and design. Nevertheless, the original objective of service for the people of Saskatchewan seems to have been forgotten. The program in Housing and Design will be discontinued in 1990.

The Place of Professional Organizations

The Saskatchewan Teachers' Federation provides support to a number of subject councils. The Saskatchewan Home Economics Teachers Association (SHETA) was formed at a meeting in April 1968. The author was a member of the committee that wrote the constitution setting out the objectives: to improve the effectiveness of home economics education; to encourage, enrich, and promote qualities of family life education essential for a diverse society; to facilitate better teaching of home economics; to furnish advice to the Saskatchewan Teachers' Federation regarding home economics education. For a number of years SHETA was a member of an umbrella organization called the Coordinating Council, meeting with representatives of the Saskatchewan Home Economics Association, the Saskatchewan Dietetic Association, the Regina and District Home Economics Association, the Saskatoon and District Home Economics Association, the Parkland Home Economics Association, representatives to the University of Regina Senate and the University of Saskatchewan Senate, the Home Economics Study Society, and the faculty of the College of Home Economics. *VISTA*, the publication of SHETA was first published in 1968. In 1988 there were two issues of *VISTA* and two newsletters for members. Surveys have been conducted regarding standards for teaching certificates. A brief was presented to the Core Curriculum Committee. Currently there are 222 members in SHETA.

Closure of the College of Home Economics

At approximately ten year intervals from 1954, the College of Home Economics was evaluated. The 1954 evaluation and the final evaluation in 1986 were conducted by external evaluators. The 1966 study and the 1974 Role study were conducted within the university community, including alumni. Curriculum changes resulted from each evaluation.

Reasons given for the closure of the College of Home Economics in 1990 include statements that too
(Continued on page 6.)

Home Economics Curriculum for Canadian Schools

Linda Peterat, Assistant Professor
Home Economics Education
Faculty of Education
University of British Columbia
Vancouver, B.C.



One feature which distinguishes home economics education and all of education in Canada is that education is a provincial matter and therefore there is no national office of education. Each province has a minister and department of education usually responsible for education of students, kindergarten to secondary graduation. It is common for a second department to have responsibility for post-secondary education. The provincial ministers of education meet periodically for the exchange of information and coordination of some activities. This administrative structure leads to considerable diversity in education across Canada.

The Canadian Home Economics Association has been a means through which home economics educators have communicated, shared concerns and made joint representations to departments of education. Over the years, several reviews of home economics education have been completed (Bannerman, Rebus and Smith, 1989), with the most recent in 1984 (Peterat).

This article summarizes the main features of home economics curriculum in Canada. It focuses on current developments and suggests some central challenge for curriculum projects as they focus on the future.

Features of Curricula

Unlike in the United States, in most provinces of Canada, home economics curricula has not been identified with vocational education but has more commonly been a part of the practical arts and general education. Curricula guides are written in most provinces for grades 7-12, although in four provinces programs begin at grade 8, in one province they end at grade 11 and in one province at grade 13. A common pattern in recent years has been for curricula guides to be revised about every ten years. Although they vary from province to province, curricula guides tend to serve

as guides to practice allowing for considerable judgment and initiative by teachers. Nevertheless, curriculum development tends to be centralized in departments of education. Local school jurisdictions, if involved in curriculum development projects, tend to develop supplementary materials.

Home economics programs are known by two different names across the country. In Ontario, and Newfoundland and Labrador the programs are called "family studies", while in all other provinces they are identified as home economics. The curricula study in 1984 revealed that home economics courses across the country were identified by 58 different titles. Course titles ranged from "Textile Arts and Crafts", to "The Canadian Family in Perspective" to "Food for Life" and "Economics and Family Living" (Peterat, 1986).

The form in which curriculum guides are written varies considerably although the common form includes conceptual frameworks, objectives, generalizations and suggested activities. None are written in an issue or problem format nor are any of the current curricula explicitly based on recent reconceptualizations of home economics education (Brown, 1980).

The 1984 study of curricula concluded that two philosophies dominated in home economics curricula in Canada: management and decision making, and personal and family development. The management emphasis was evident in curricula of three provinces while the individual and family emphasis existed in the remaining seven provinces (Peterat, 1984).

Home economics tends to be an elective course in Canadian schools. If compulsory, it is more likely to be so at the junior secondary grades for one or two years. In 1984, three provinces had some compulsory courses at junior secondary level. In the other provinces, whether the course is compulsory for junior secondary students and whether it is compulsory for girls and boys is often dependent on policy within schools or local school districts (Peterat, 1985).

Current Developments

A concern of many home economics educators during the past several years has been with the perceived overlap with and relationship to other school courses such as health, family life education and religion. Recent years in Canada have seen a re-vitalizing, particularly of health programs, with health being

defined to include physical, mental and social well-being. In many provinces, new health curricula are being re-written and health content is commonly compulsory for students up to grades 8 or 9. Particular overlap in content has occurred in the areas of individual and family relationships, and nutrition. Different solutions are being worked out in various provinces. At the junior secondary levels and to some extent at the senior secondary levels curricula are being written in modular format. This means that a course is made up of a number of core and elective modules, with each module consisting of a delineated set of concepts and an established number of instructional hours. This format has lent itself to integrating health, home economics, industrial education and sometimes other courses in the timetable. This trend at junior secondary grades results in more students being reached by home economics but the length of time for exposure has been lessened. The recent Royal Commission report on education in British Columbia has proposed a common curriculum for students up to the end of grade 10. This has opened discussion about appropriate curriculum for kindergarten to grade 7 and the possibility of including home economics (along with the other practical arts) throughout all grades of schooling is perhaps an initiative long overdue.

Another current development in curriculum for students beyond grade 9 has been the introduction of courses in some provinces focusing on life skills, or career and life management. A recent example of this is the Career and Life Management course introduced in Alberta during 1988-89. Every student will take it once during grades 10-12 to meet graduation requirements. The core course contains five themes: self-management, well-being, relationships, careers and the world of work, and independent living. Content may range from the stock market to sexually transmitted diseases, with the main emphasis on "self-management skills - the ability to organize and shape one's life occupationally, financially, and socially" (Alberta Education, 1988, p. 1). Similar courses are being developed in other provinces.

Interestingly, leadership has been given in many provinces by home economics educators to the developing of health programs at the junior secondary levels and life management-type courses at the senior secondary levels, although the courses resulting are not identified as home economics courses. These developments can be seen positively as recognizing the value of much of the content traditionally taught in home economics; or they can be seen negatively as the continual misunderstanding of the scope and philosophy of home economics.

Challenges for the Future

The organization of education in Canada poses particular challenges now and into the future. There is need for nation-wide professional dialogue on and leadership in home economics education. Provincial curriculum development tends to be influenced by concerns of politics and immediate social problems leaving a lack of philosophical and conceptual leadership in home economics curricula. Consequently the influence then falls to developments beyond Canada and the question of the extent to which a Canadian vision is evident in or should be evident in Canadian curricula remains (Peterat, 1984).

The current developments cited above leave open the question of the relationship between health and home economics curricula. Is health a part of home economics or home economics a part of health? These are questions that will work themselves out as curricula is renewed and teacher education programs move in new directions. Many home economics teachers are teaching the new health and life management type courses and benefiting from being a part of the core or compulsory curricula in schools. Whether these new courses signal a new and positive opportunity for home economics will depend on the initiative and vision of home economics educators.

As reflected in other articles in this journal, many challenges and opportunities will also impact on curricula in the future: How should we respond to the new technologies impacting on education and families? What is our responsibility in relation to career and work education? What is our role as part of the practical arts in education? How should we respond to issues of gender equity in schooling and in relation to the content of our discipline? How should we respond to the current teacher shortage to assure quality home economics education for all students?

References

- Alberta Education (1988). *Career and life management 20, Prescribed course of studies*. Edmonton, Alberta: Author.
- Bannerman, N, Rebus, S., & Smith, A. (1989). Canadian home economics. *Illinois Teacher*, XXXII (1) 2-6.
- Brown, M (1980). *What is home economics education?* Minneapolis, Minnesota: University of Minnesota.

(Continued on page 6.)

The Education of Home Economics Teachers in Canada

Beverly Pain
Associate Professor
College of Education
University of Saskatchewan
Saskatoon

The education of home economics teachers has been formalized in Canada for almost a century. This paper will focus on how home economics is currently defined in the Canadian context, a brief look at the origins of home economics teacher education in Canada, a listing of the institutions which currently offer programs in home economics teacher education, and a summary of the types of programs available.

Home economics in a Canadian context

The Canadian Home Economics Association (1984) adopted the following definition of home economics in 1984:

Home economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics. Home economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist individuals and families in enhancing their daily lives.

In the 1985 policy statement on home economics/family studies education in Canadian schools, the Canadian Home Economics Association supported the view that home economics in schools is a practical science which focuses on the daily problems of:

What should be done about... securing housing, acquiring appropriate clothing, caring for children, etc. Unique to its considerations are the substantive areas of human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics (p. 117).

While this may appear to be a rather simple straightforward statement of the focus of home economics education in Canadian schools, the question of how this might be put into practice through the preparation of home economics educators is not simple, nor straightforward.

Elizabeth Feniak pointed out in 1979 that when we look at university courses in home economics, particularly when there might be a comparison with those in other countries, "some facts about Canada should be noted. It is a country with a very large land mass (approximately 3.8 million square miles) and a relatively small, scattered population" (p. 72). The United States in comparison comprises approximately 3.6 million square miles. In comparing populations, the United States has a population of approximately 235 million while Canada has 25 million - a population comparable to the state of California.

Another factor which must be noted is that in Canada education falls under provincial jurisdiction (Feniak, 1979, p. 72; Peterat, 1985, p. 80; Rowles, 1958, p. 9). "This leads to differences from province to province in the education of home economics teachers" (Rowles, 1958, p. 9). An additional complicating factor is related to certification. Certification requirements vary from province to province, and in some provinces anyone who is a certified teacher may be assigned to teach home economics or any other subject.

Origins

The teaching of home economics classes, or domestic science classes as they were then known, occurred in Canadian schools prior to the establishment of home economics courses in teacher education programs. Edith Rowles Simpson credits the teaching of domestic science in the schools along with the organization of the first Women's Institutes, with creating the "need for teacher training in home economics" (Rowles, 1958, p. 9). The first regulations concerning the preparation of domestic science teachers in Canada were introduced by the Department of Education, Province of Ontario in 1898 and in 1899, 16 students had passed the tests and received Domestic Science Certificates (Rowles, 1964).

"By 1898 the Normal Schools [teacher education programs] of Ottawa and Toronto were providing courses of lectures in domestic science" (Rowles, 1964, p. 17). This was followed by the opening of the Ontario

Normal School of Domestic Science and Art in Hamilton in 1900 and the move in September 1903 of this school to Guelph, Ontario to become the MacDonald Institute (Rowles, 1964).

Institutions Currently Offering Home Economics Teacher Education

Peterat and Pain (1989) identified 13 institutions currently offering home economics teacher education programs in Canada and graduating approximately 100 new teachers in 1989. While the original three institutions were all located in Ontario, programs now exist in all provinces except Newfoundland. The spread of programs from Ontario to other areas in Canada followed the settlement of Canada and the creation of sufficient populations in these areas to sustain programs.

Today, Ontario has two institutions offering home economics teacher education programs: the University of Toronto and the University of Western Ontario. The province of Quebec also has programs at two institutions, McGill University and Université Laval, as does the province of New Brunswick at the University of New Brunswick and the Université de Moncton, and the province of Nova Scotia at Acadia University and Mount Saint Vincent University. The following provinces each have one institution offering home economics teacher education programs: British Columbia, at the University of British Columbia; Alberta, at the University of Alberta; Saskatchewan, at the University of Saskatchewan; Manitoba, at the University of Manitoba; and Prince Edward Island at the University of Prince Edward Island.

Types of programs

The types of programs offered were examined by Peterat and Pain (1989). Twelve of the 13 institutions offer post-degree programs. The University of New Brunswick offers only a four year Bachelor of Education program. This was the only program at the time of the study in which the home economics content classes were provided by the faculty in the Faculty of Education. The University of New Brunswick, however, does accept students who already have a home economics degree. The students are able to complete the second degree in Education in about two years.

In addition to post-degree programs the University of Alberta and the University of Saskatchewan have four year Bachelor of Education programs and the University of Manitoba offers an integrated two degree five year program.

The move to post-degree programs is a rather recent phenomenon in a number of institutions in Canada. This is occurring at a time when degree programs in home economics are being terminated at a number of

universities, such as the University of Saskatchewan and the University of Windsor. This is a matter of some concern as it leads to the question of what constitutes an acceptable first degree for teachers of home economics.

There are eight programs which specified particular home economics course requirements with the number of courses, including electives, ranging from 10-22. When comparing courses by content areas, courses in foods and nutrition ranged from two to six, courses in family and consumer studies ranged from three to five, courses in clothing and textiles ranged from two to five, and courses in housing and aesthetics ranged from zero to three. There was some overlap in the latter two areas in which classes related to both design and clothing were combined in some programs. However, the number of hours per course is not known in all cases and this must be kept in mind when comparing programs.

Another trend in recently revised teacher education programs is the lengthening of the student teaching practicum. All programs have some practicum component. The length of the practicum ranged from four to twenty one weeks, with the majority of programs having a practicum length of about 12 to 16 weeks. Of the 13 institutions offering teacher education programs, six had active master's programs and two offered doctoral programs in education.

Summary

As mentioned earlier, a central issue for home economics teacher educators in Canada currently is the question of what constitutes an appropriate first degree for admittance to home economics teacher education programs. Students having a major in sociology and psychology with a family emphasis are being admitted to some programs while most programs require a comprehensive (or general) home economics degree. This issue is compounded with the recent loss of some home economics degree programs from the universities across Canada.

Another central concern is the few new teachers being graduated by the universities. In 1984, there were approximately five thousand home economics teaching positions in the country (Peterat, 1984). With the universities graduating only about one hundred this year, this number falls far short of that required for replacement of teachers likely leaving positions this year.

Our look at teacher education programs across the country was an attempt to summarize the current state of programs. Considerable diversity of programs exists. Even the names of programs, which may be influenced by the orientation of school curricula in a province
(Continued on page 38.)

Gender Equity and Home Economics Curriculum

Linda Eyre
Doctoral Student
Faculty of Education
The University of British
Columbia
Vancouver



Since the early 1970's, in Canada and in the United States, different solutions have emerged in response to the call for gender equity in schooling. Initially, attention was directed at equality of educational opportunity for female and male students; efforts were made to sex balance course enrollments and curriculum materials were evaluated for sex stereotyping and sex discrimination. These concerns resulted in: 1) changes in core subject requirements, which directed female students into mathematics and science courses and male students into subjects such as home economics and the humanities, primarily in coeducational classes; and 2) the development of gender free curriculum materials (Houston, 1987). These efforts, however, have been criticized by researchers who have shown that coeducational classrooms, and gender free curricula, mask gender bias and allow discrimination to continue in more subtle ways (Sadker & Sadker, 1986; Shakeshaft, 1986; Spender, 1982).

More recent approaches suggest that gender equity is more likely to be achieved through a gender sensitive and gender balanced curriculum (Eichler, 1987; Martin, 1981, 1986; Tetreault, 1986). A gender sensitive approach would attend to differences between women and men, and would provide different treatment to compensate the disadvantaged. A gender balanced curriculum would address the male biased knowledge of schooling, and would include women's lives, interests, and experiences as an integral part of the education of all students and across all subjects in the curriculum. Others argue that gender equity will not be achieved without a complete reconstruction of the political, economic and social conditions which presently reinforce women's subordination, including the education system which hitherto has been rooted in male experience and unexamined assumptions about what it means to be female and male (Lecke, 1987).

In summary, those who advocate equal opportunities and gender free curricula assume that equality of access will ensure equality of outcome, and thus gender equity will be achieved; whereas those who advocate a gender sensitive and gender balanced curricula, and a reconstruction of education, argue that gender equity will not be achieved unless fundamental changes in schooling occur. Such changes must bring to light "patriarchy, power, and women's subordination" (Weiner, 1985)

Criticisms of coeducational and gender free curriculum materials raise important questions for home economics educators. Since the purpose of home economics in secondary schools is to prepare young people for family living, as well as providing equal opportunity for female and male students to participate in home economics, I would argue that this subject should also promote transformation rather than maintenance of traditional gender relations. This article, therefore, will examine approaches to gender equity adopted by home economics and will raise questions about the appropriateness of the response.

The use of the term curriculum in this paper includes not only curriculum guides and teaching materials, but also the total school environment including school organization, school knowledge, classroom interaction, and classroom pedagogy. Also, it is important to emphasize that attention to gender equity does not preclude the importance of a similar critique of racism and classism in curriculum; gender, race, and social class intersect, and each illuminates to light the other.

The Equal Opportunities Solution

In home economics, the movement to coeducational classes is an example of a liberal-feminist equal opportunity solution to gender equity. Those educators who support coeducational home economics claim, generally, that when home economics is taught in a coeducational setting this subject no longer contributes to the maintenance of traditional gender relations since it promotes equal participation by females and males in the private sphere. The assumptions underlying coeducational, however, are: 1) female and male students can be educated together, 2) male and female students can learn to share roles better if they are taught together rather than apart, 3) students can learn

from each other, and 4) having both sexes together in the classroom has little impact on what is taught or how it is taught (Laird, 1989).

My experiences, however, as a home economics teacher, and as an ethnographic researcher in a coeducational home economics classroom (Eyre, 1988), have caused me to question these assumptions. For example, observations in a food and nutrition classroom revealed that female students took control of domestic tasks and directed action in the setting; they frequently told male students what to do and how to perform tasks correctly. Boys were directed to fetch items for girls and responded to girls' directions; girls frequently attempted to correct boys' behavior in the domestic setting. At the same time analysis of teacher student interaction revealed that male students demanded and received more attention from the teacher than did female students; attention was drawn toward boys because they were unable to perform certain tasks, and because boys, more than girls, engaged more frequently in off-task behavior.

This glimpse into student life in a home economics classroom raised many questions; those which are particularly relevant here are:

- 1) How might home economics teachers provide an equitable educational environment for female and male students when, due to past experiences, young women are often more advanced than young men?
- 2) What can teachers do to avoid being drawn to the dominant male group?
- 3) How might teachers use the example of the classroom experience itself to illustrate how women experience oppression and why men may reject the domestic role?
- 4) How might classrooms be structured to encourage cooperation, sharing, and nurturing, rather than competition, authority, and control?
- 5) How do social class and ethnicity influence gender interaction? How might teachers accommodate differences yet provide a gender equitable environment?

The Gender Free Solution

Home economics curriculum has attempted to overcome sex role stereotyping primarily by the use of non-gender specific language, and through the use of illustrations which show women and men participating in homemaking and parenting activities. Criticisms of these liberal-feminist attempts at gender free curriculum, however, raise questions about whether this approach allows unexamined, masculine values to influence curriculum content and classroom pedagogy in home economics.

For example, the criticism that non-gender specific language hides rather than illuminates the different experiences of women and men, can be applied to home economics curriculum. Do non-gender specific concepts such as family life cycle, parenting, aging, adolescence, poverty, housing, relationships, divorce, family violence and communication, frequently used in home economics curriculum guides and materials, suggest that these experiences are the same for both men and women, when in reality they're not? If so, home economics is not contributing to gender equity, because, critics argue, the dominant masculine position will be assumed to be true for everyone (Gaskell & McLaren, 1987). Similarly, home economics curriculum guides and texts often use the work of theorists such as Piaget, Erickson, and Kohlberg or theories built primarily from the experience of male subjects (Gilligan, 1982). Again, if theories such as these are not critically questioned from a women's perspective, gender equity is in jeopardy.

Criticism of a gender free approach can also be applied to the stance taken by home economics to family issues. Do home economics curriculum guides and materials represent the concerns of women when dealing with practical problems of families? My analysis of the British Columbia Family Management curriculum and its accompanying text (Leavenworth, et al., 1985), builds on the work of Bernice Hayibor (1988, and reveals that:

- 1) the politics of health care are not mentioned—the male medical model of childbirth is presented—feminist concerns about reproductive technology are ignored;
- 2) a patriarchal "blame the victim" approach underlies topics such as poverty, unemployment, family violence, health care, and nutrition;
- 3) communication units take a business approach—they do not address sexist language and the silencing of women;
- 4) relationships are assumed to be heterosexual—gay and lesbian relationships, are treated as other;
- 5) work refers to the outside of the home; housework is ignored other than vague references to the sharing of responsibilities—still a major difficulty for many families, and a barrier to the wellbeing of women;
- 6) community services are taken as given—availability, accessibility, and affordability, as well as the different requirements of women and men, are not questioned; and
- 7) housing concerns center around the purchase and design of a middle class home, and neglect the real housing issues faced by lone parents and those who live at or below the poverty line, most of whom are women.

Also, because gender free curriculum guides and materials, such as those examined previously, allow masculine values to dominate, they tend not to name, or tell the truth about, what happens in families and in society. The battering of women, and incest glossed over by the use of the terms spouse abuse and child abuse, and real concerns such as legislated poverty, unemployment, and the lack of child care facilities and affordable housing receive only superficial attention. There is also a tendency to suggest that family problems can be solved by effective communication and decision making when in reality many problems originate in political, economics, and social conditions beyond the control of the individual.

Also, in focusing on the family as the unit of study, too often the traditional nuclear middle class family is portrayed as the ideal, and other family arrangements as anomalies. In addition, when the experiences of the individuals in families—women, girls, boys and men—are ignored, a male biased view of family is promoted. In other words, family is defined ideologically, by the dominant masculine hegemony. Margrit Eichler (1988) writes of ideological familism, a form of sexism which avoids the many dimensions of family, and ignores the reality for the lives of individuals within families. The statement "families take care of their elderly members," is an example of familism, because usually it is women who do this work.

A male bias is also evident in home economics curriculum which manifests the masculine virtues of individualism, competition, and control, rather than the feminine virtues of cooperation, caring, and nurturance (Noddings, 1989). Such curricula: 1) adopt a technical, managerial approach, i.e., family management; 2) place the teacher in control of learning; and 3) emphasize mastery of specific skills and memorization of content. Also, gender free curricula tend to accept the validity of differing values, needs, and wants. As a result, conflicts in society related to gender and the distribution of power, are not fully addressed. For example, the effects of too much power for men and too little for women, in government, the media, working conditions in and outside of the home, and in relationships, are rarely dealt with in a critical manner.

A Gender Sensitive and Gender Balanced Solution

In contrast to a gender free home economics curriculum, a gender sensitive approach recognizes the different experiences of women and men and draws on past actual (neither stereotyped nor ideological) experiences of both. Rather than being biologically determined, gender role is recognized as a cultural construction which is, therefore, open to change. Students explore topics such as mothering, fathering, women and aging, men and poverty, women and housing

men and divorce, etc. Teachers are alert to the amount and kind of attention given to female and male students. Teachers are sensitive to the possibility of differences in ways of learning between girls and boys, and women and men (Belenky, 1986)—differences based on their past experiences as gendered beings. Teachers attend to these differences when working with students, and provide additional experiences to support the disadvantaged group. In the home economics classroom this might mean attention to the lack of male experience in domestic tasks, and to the oppression of women students in a mixed sex group.

A gender balanced home economics curriculum emphasizes the value of work in the private sphere for both men and women, provides a learning environment which manifests the virtues of caring, nurturing, sharing, cooperation, and collaboration. It is not assumed, as Patricia Thompson (1984) warns, that because students participate in home economics activities they necessarily have a shared understanding of the value and meaning of work in the private sphere. Nor is it assumed, because home economics has the domestic reproductive sphere as its focus, that the feminine virtues are necessarily evident in home economics classrooms, since the masculine virtues of competition, power, and control, i.e., the dominant values of society, influence thinking and action in the schools.

Curriculum content in a gender balanced curriculum:

- 1) openly addresses equity issues;
- 2) explores the relationship between sexuality and oppression at school, in the workplace, and in the home;
- 3) seeks the true experiences of individuals in families;
- 4) acknowledges the experiences of women's oppression;
- 5) critically examines problems of the individual, the family and society from a political, economic, perspective;
- 6) views values as having been shaped by society and as therefore open to critical examination; and
- 7) evaluates the experiences of the home economics classroom in terms of providing a gender equitable environment.

Summary and Implications

Despite the efforts made by home economics, and other school subjects, to contribute toward a gender equitable education, recent assessments indicate there is still much to be done. The question is raised of how autonomous can any school subject be? Marjorie Brown (1985) suggests home economics historically has been molded by political, economic, and social forces external to the field. For example, at the turn of the century,

the view of home economics which prevailed, reflected the Victorian ideology of natural, separate, and gendered public and private spheres. Acceptance of the scientific model of home economics also reflected industrialization, when industry looked to the schools to provide efficient and willing workers (Danylewycz, Fahmy-Eid, & Thivierge, 1984). During war time when women were encouraged to work outside of the home, home economics curriculum guides promoted dual career families; by the 1960's, however, when government policies and practices were reversed, home economics guides did likewise (Prentice, 1988).

Thus an equal opportunity and gender free home economics curriculum can also be linked to prevailing ideologies. A post industrial capitalist society which is divided economically and socially, and which values individualism and moral relativism (Fisher & Gillgoff, 1987) is unlikely to promote a critical gender sensitive and gender balanced pedagogy. Particularly at a time of close government control of education, and conservatism, schools are likely to reflect the dominant hegemony of the period.

A difficulty, therefore, which arises is how to create spaces for growth and change when one is submerged in reality. I suspect that this requires encouraging teachers to appreciate education as a political and a moral enterprise. Through reflection, in which we as teachers, and as women, discover our personal history, we may come to question the virtues which inform our curriculum and classroom pedagogy and come to understand how gender equity and democracy are threatened when home economics is allowed to be molded by male biased knowledge and masculine values. We may, in time, be able to bring collective power to bear on home economics education. Without a gender sensitive and gender balanced perspective home economics is good for patriarchy; it is neither good for women, nor men, nor ultimately for family well-being.

References

- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's way of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Brown, M. (1985). *Philosophical studies of home economics in the United States: Our practical intellectual heritage*, Vol. 1. East Lansing, Michigan: Michigan State University.
- Danylewycz, M., Fahmy-Eid, N., & Thivierge, N. (1984). L'enseignement menager et les "Home Economics" au Quebec et en Ontario au debut du 20e siecle une analyse comparee. In J. D. Wilson (Ed.), *An imperfect past: Education and society in Canadian history* (pp. 68-119). Vancouver: The University of British Columbia.
- Eichler, M. (1987). The relationship between sexist, non-sexist, women centered and feminist research in the social sciences. In G. H. Neimiroff (Ed.), *Women and men: Interdisciplinary readings on gender* (pp. 21-53). Canada: Fitzhenry & Whiteside.
- Eichler, M. (1988). *Nonsexist research methods: A practical guide*. Winchester, MA: Allen & Unwin.
- Eyre, L. (1988, September). *Gender equity in curriculum*. Presented at the biennial conference of the Western Regional College and University Professors of Home Economics Education. Oregon State University, Corvallis.
- Fisher, D., & Gillgoff, B. (1987). The crises in B. C. public education: The state and the public interest. In T. Wotherspoon (Ed.), *The political economy of Canadian schooling* (pp. 69-93). Toronto: Metheun.
- Gaskell, J., & McLaren, A. T. (Eds.). (1987). *Women and education*. Calgary: Detselig.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- Hayibor, B. (1988, June). *A feminist criticism of the family management 11/12 course as outlined in the B.C. curriculum guide*. Paper presented at the Annual Conference of Canadian Association for Research in Home Economics, University of Windsor, Ontario.
- Houston, B. (1987). Should public education be gender free? In G. H. Nemiroff (Ed.), *Women and men: Interdisciplinary readings on gender* (pp. 139-149). Canada: Fitzhenry & Whiteside.
- Laird, S. (1989, March). *Needed: Research on coeducation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Leavenworth, C., Hendricks, G., Gay, K., Harriman, L. C., & Kreinin, M. M. (1985). *Family living*. New Jersey: Prentice Hall.
- Lecke, G. M. (1987). Feminist pedagogy, liberation theory, and the traditional schooling paradigm. *Educational Theory* 37(3), 343-354.
- Martin, J. R. (1981). The ideal of the educated person. *Educational Theory*, 31(2), 97-109.
- Martin, J. R. (1986). Bringing women into educational thought. *Educational Theory*, 34(4), 341-353.
- Noddings, N. (1989, March). *Developing models of human caring in the professions*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Prentice, A. (1988). *Canadian women: A history*. Toronto: Harcourt Brace and Jovanovich.

(Continued on page 14.)

Computers in the Home: A Curriculum Project

Eda Favaro
District Principal of Home
Economics
Vancouver School District
Vancouver, British Columbia



Audrey van Alstyne
Teacher and Curriculum Chair for
Computers in the Home Project
Sir Charles Tupper Secondary
School
Vancouver, British Columbia



Recent market surveys predict that by the end of the century a personal computer will be found in eight out of ten households. The 1990's will become the golden era of home computers use (Wakefield, 1986). Given this prediction, home economics teachers might do well to ask themselves: What are we doing to prepare students for this high tech world? Will our students have the decision making and critical thinking skills to use a rapidly changing technology to enhance the quality of family life? Are girls as well as boys encouraged and enabled to participate in and gain from this computerized world? As a result of raising and addressing these questions, home economics teachers at Sir Charles Tupper Secondary School in Vancouver, developed an innovative and dynamic action plan for their school and district.

The first stage of this plan was to foster cooperation, collaboration and interaction among home economics and computer science teachers in the school together with school and district administration to garner sufficient support and funding for computer education in home economics. This group was successful in obtaining a grant from the provincial Ministry of Education Funds for Excellence and the project was on its way.

The major goal of stage two was to develop and implement a curriculum designed to enable students to examine, experience and evaluate household applications of microcomputers, and to encourage course enrollment of a broad spectrum of students at the grade 9/10 level, non-computer users in particular.

Once again, home economics and computer science teachers worked together to produce a program resource guide titled *Computers in the Home* based on the following student objectives:

1. To develop a critical understanding of the impact of computers on personal and family life.
2. To increase awareness, knowledge and use of microcomputer technology in daily living.
3. To use the computer effectively as a creative tool; as a means to an end and not an end in itself in dealing with the needs and interests of individuals and families.
4. To identify, preview and evaluate software applicable to home economics, organized in the broad categories of: Design (including clothing, textiles, interior and architectural), Health and Fitness (including food preparation, diet analysis, nutrition, and bio-feedback and stress analysis), Leisure Activities (including creating art work, creating music, and family entertainment), and Family Management (including budgeting, telecommunications and word processing).

Concomitant with development of the program guide, complex decisions were made regarding hardware and software acquisition. After careful consideration the Apple IIGS system was selected for several reasons, including availability of software, graphics and sound capabilities.

Software selection was an ongoing process carried on in conjunction with students in the program with the goal of locating appropriate user-friendly software for each area of home economics. In addition to the purchase of commercial packages, a software program in a game format was developed to reinforce and evaluate specific learning outcomes of the Computers in the

bank of questions for review or test purposes, organized in a format which can be edited or expanded to reflect changing curriculum content.

Program implementation at Tupper began in the spring of 1987 with a cluster of six computers in a location central to the home economics classrooms. There were several important benefits of this location: 1) the home economics area provided a supportive and non-threatening atmosphere for those students with a tendency to shy away from computers; 2) female home economics teachers became role models in the predominantly male-oriented computer discipline; and 3) students expanded their view of home economics to include a different technology. Through the use of this computer cluster, eight home economics teachers enhanced their program with new technology and provided a practical and positive introduction to the world of computers. (A list of software which accomplished these ends is attached). In spite of frequent and frustrating computer bugs, teachers and students alike enjoyed their learning experiences, and were prepared to make the transition the following year to a sixty-hour course *Computers in the Home*.

Having sparked the interest of some seventy eager trade ten male and female students, the course moved to a computer lab setting. Teachers introduced the course with two hours of hands-on experience using *Your Tour of the IIGS* (Apple Canada, 1986), to become familiar with the machine. During the hands-on sessions, teachers provided one-on-one instruction as needed, so that students could work and progress at their own pace. It has been said that using *Print Shop* (Broderbund, 1987) is as easy as falling off a log. The students would agree. Using *Print Shop GS* and *Dazzle Draw* (Broderbund, 1987, 1986) they created and applied designs to produce personalized T-Shirts. A mouse driven, user-friendly program called *Multiscribe GS* (Scholastic, 1988) provided the introduction to word processing and inspired the students to present all of their course work on letter-quality printout.

As in other computer courses, databases and spreadsheets had a variety of uses. It was difficult to find appropriate software until the recent release of *AppleWorks GS* (Apple Canada, 1988). Coupled with templates, this program was used for budgeting, wardrobe and other inventories, as well as for a variety of research projects.

A very popular unit with students was "Healthy Lifestyles." Computer technology was used to monitor body activities with the aims of learning to cope with pressure and improving fitness. Other applications included diet analysis, health inventories and self-assessment, and decision making related to drug and alcohol abuse.

Computer camps where groups of non-computer users were invited to be individually tutored by the students, were a highlight of the course. The first camp featured Tupper students tutoring home economics teachers from a neighboring school. As a result of this positive experience, a camp for senior citizens and one for young children were held with great success. Students assumed the role of expert which did wonders for their self-concept and also assisted them in better understanding people at each stage of the life cycle (Hall & Short, 1987).

Beyond general applications, this course stimulates students to address questions on a variety of issues. For example, how will piracy and security problems affect us in the future? Is it legal to copy software? What do we look for when purchasing a personal and family computer? What is the best location for a microcomputer in our home and why? What technology has the microchip generated in our environment? What benefits will accrue and what problems will arise for our families as a result of technology? Will computers enhance or control our lives? What tasks can be best performed with a computer as opposed to using traditional methods?

All in all, the students benefitted from a course designed to be flexible, that focused on student needs and interests, and was paced to ensure that individuals master each task before moving to the next level of skill development.

Evaluation of the *Computers in the Home* course, focuses on change in the attitudes of students towards computer use in home economics and across the curriculum as well as on changes in student perceptions of home economics as a discipline. It is premature to draw conclusions at this point in this longitudinal study.

A less scientific but more tangible mark of the success of the course is evident in enrollment for the 1989-90 school year, which has doubled to 57 boys and 75 girls. Positive student response has also encouraged the senior Family Management teacher to offer Family Management 11 with a focus on the computer as an important tool for family use. This focus parallels the conceptual framework included in the Wisconsin Home Economics Guide for Curriculum Planning, "The Family and Technology" (Hittman, 1987).

The final stage of the action plan looks outward to share experiences with other local and provincial teacher groups through presentations and workshops with the intent of encouraging awareness and more widespread implementation of the *Computers in the Home* course. In Vancouver, these workshops were enthusiastically received by school administrators and home economics teachers. As a result, a second Vancouver secondary school has established a home economics computer lab and the remaining sixteen secondary

schools are in various stages of acquiring computer hardware and software.

In summary, the Computers in the Home project is a unique and inspiring example of an interdisciplinary approach where computer science and home economics teachers interacted and shared their particular expertise to produce a relevant and challenging course. The computer science teachers involved in developing this curriculum came away with a better understanding of the content and scope of the home economics program. On the human dimension, computer science and home economics teachers experienced a new level of appreciation for and interaction with their colleagues.

The Home economics program in British Columbia has benefitted in the short term through the materials that have become available. The Computers in the Home - Curriculum Resource Book developed for the course has expanded the use of computers in home economics in Vancouver and elsewhere in the province. In the long term, it is anticipated that the products of this experience will be included in the revised home economics curriculum. This project has been a major breakthrough for home economics in British Columbia. It has forged a new and important link between current technology and the traditional focus and concern for individuals and families.

SOFTWARE: Computers in the Home Curriculum

To choose relevant and innovative packages in each area of home economics is a challenging exercise, as software is continually being updated. The following list includes programs for the Apple IIGS that teachers selected and were using in the spring of 1989.

I. DESIGN

- Clothing and Textiles
 - Print Shop GS (Broderbund)
 - Color Your World (MCE Publishing)
 - Fiber Basics (Learning Seed)
 - Fabric Identification (Learning Seed)
- Interior and Architectural Design
 - Floor Plan (Learning Seed)
 - Color Your World (MCE Publishing)

II. HEALTH AND FITNESS

- Foods and Nutrition
 - Food Facts (MECC)
 - Nutrition Vol. 2 (MECC)
 - Senior Level
 - Food Preparation (MC Media)
 - Introductory Nutrition (MC Media)
- Fitness and Health
 - Cardiovascular Fitness (HRM)

Learning to Cope with Pressure
(Sunburst)
Biofeedback Microlab (HRM)
Teen Health Maintenance
(Planned Parenthood)

III. LEISURE ACTIVITIES

Dazzle Draw (Broderbund)
816 Paint (Baudville)
Music Studio (Activision)
Where in the World is Carmen San Diego?
(Broderbund)
Print Shop GS (Broderbund)

IV. FAMILY MANAGEMENT

- Child Development
 - Create a Story Series (D.C. Heath)
- Budgeting
 - Appleworks GS Templates
(Apple Canada)
 - Budgeting Simulation (EMC)
- Word Processing
 - Multiscribe GS (Scholastic)
 - Apple Works GS (Apple Canada)

The Computers in the Home - Curriculum Resource Book is available from the Vancouver School Board, Program Publications, 2530 East 43rd Avenue, Vancouver, BC, V5R 2Y7. In early 1990, a teacher resource guide will be completed and available both in printed format and on disk.

References

- Apple Canada. (1988). *AppleWorks GS* [Computer Software]. Toronto, Canada.
- Apple Canada. (1986). *Your Tour of the IIGS* [Computer Software]. Toronto, Canada.
- Broderbund. (1986). *Dazzle Draw* [Computer Software]. Santa Fe, California.
- Broderbund. (1987). *Print Shop GS* [Computer Software]. Santa Fe, California.
- Hall, B., & Short, B. (1987). Family computer camp. *The Computing Teacher*, 14(7), 61-63.
- Hittman, L. (1987). Family and technology: Educating for the 1990's and beyond. *Home Economics Forum*, 2(2), 3-6.
- Scholastic. (1988). *Multiscribe GS* [Computer Software]. Toronto, Canada.
- Wakefield, R. (1986). Home computers and families: The empowerment revolution. *The Futurist*, 20(5), 18-22. •••

Career Preparation—Programs for the Work World

Leslie Paris
Home Economics Teacher and
Department Head
Burnaby School District
Burnaby, British Columbia



Introduction

What programs are available in our schools for the non-college-bound or potential drop-out high school student? At present very little is available for these students. Most of the education system is geared to the university bound student. In reality approximately "20 million Americans between the ages of 16 and 24 are not likely to embark upon undergraduate education" (William T. Grant Foundation, 1988), and "4.3 million between the same ages drop out of school and never graduate" (Hahn, 1987). A total of about 78% of this age group either never completes high school or goes to university. In Canada, the statistics are similar. In 1983, 57.8% of the 4.4 million youth (15-24 years old) were out of school (Employment and Immigration Canada, 1983). Three quarters (74%) of Canada's youth had no education beyond high school. In 1983, 1.876 million (42.5%) youth had dropped out of school before graduation (Employment and Immigration Canada, 1983). Further statistical data cited in *Youth/Jeunesse A new statistical perspective on youth in Canada*, indicated that these young people had higher unemployment rates, longer periods of unemployment, and stayed dependent longer.

What do we as educators offer these young people that will enable them to get and keep jobs—jobs that will offer reasonable wages, provide medical insurance and other fringe benefits, and opportunities for advancement based on competence and diligence? We need to be offering them opportunities to gain competencies that will enable them to get and keep jobs—jobs that will help to decrease the high cost of unemployment.

In a report, *The Forgotten Half: Non-college - Bound Youth in America*, the William T. Grant Foundation Commission on Youth (1988) suggests that

The young people need some assistance, and educators allied with employers and community leaders can provide it by giving students opportunities to reach beyond school walls. By moving education into the community, educators not only tap rich learning possibilities but also give youth the exposure and confidence they need to make it on their own.

In this report it is suggested that there are several ways that schools can help potential high school dropouts, or students with no job skills, to succeed. The suggestion is to provide school-to-work programs. Included in these programs should be: monitored work experiences, involvement in community and neighborhood services, redirected vocational training and career information and counseling.

Another report, "Reaching out to America's dropouts: What to do?" supports this proposal and indicates that it is:

Very important to recognize that most studies show that, regardless of how badly youngsters have fared in school, they are strongly motivated to succeed in the workplace. These studies show that these youngsters want to work and do work when opportunities are available. If anything their motivation to work is too strong for the school to hold them (Hahn, 1987).

In a review of the second chance programs aimed at keeping these students in school, several important lessons were learned about designing programs to prevent students from dropping out. The following were indicated as necessary components of program development that would bridge the gap between school and work:

1. Isolated work experience programs have little value in increasing the employability of dropouts. Dropouts should work, but the experience from the work sites should be integrated into a classroom component that is clearly connected to the job.

2. Dropouts should learn, but the curriculum should relate to the functional skills needed in the workplace.
3. Dropouts should be prepared for the labor market through pre-employment/work-maturity services—but not until they are genuinely ready to conduct a job search. Writing resumes and exit services—not the centerpiece of dropout prevention or remediation.
4. Above all, program services must to some degree be intensive; in the jargon of professional educators, there must be sufficient "time on task" (Hahn, 1987).

One attempt to address these problems is the Career Preparation Programs that are part of the approved curriculum of the British Columbia Ministry of Education. Career Preparation Programs are designed to help students, especially non-college-bound students to focus their studies and energies on an area that has potential for employment once they leave school.

The career preparation programs in British Columbia senior secondary schools are designed to provide students with options that enable students to enter the work force, proceed to a college or provincial institute or to pursue further academic studies leading to a professional career. Courses related to career fields at the senior secondary level are intended to improve the transition of students between school and employment and between school and post-secondary institutions. Students enrolled in a career preparation program will participate in cooperative career preparation studies to spend part of their school time in a learning situation in the community at a training station. The experience is designed to provide practical experience for a student in an occupation field directly related to a program specialty in the school (Ministry of Education, N.D.).

Goals of Career Preparation Programs

One goal of these programs is to give students an opportunity to focus on a particular area of interest and to gain knowledge and skills that will assist them in entering the work force. Their participation in real work situations, as well as in school instruction, enables the students to gain the essential generic skills necessary for employment. Such generic skills relate to punctuality, appearance, cooperation, self discipline,

employer-employee relations, job application and safety procedures.

A second goal is to help students decide before they enter the work force, or college, whether the area of specialization is right for them. If by taking the program and doing the actual work of a person in that field they discover it is not what they want to do they have lost little, and hopefully have gained positive work habits and attitudes. Graduates of a career preparation program will be able to proceed directly to employment with marketable skills and may be qualified to pursue further studies toward a profession, or to attend a college or trade school to acquire further specialized education.

Benefits of the Career Preparation Program

The complementary nature of school instruction and on-the-job experience has benefits not only for the student but also for the school, employer and the community. The schools benefit by having access to facilities and resources in the community that allow students to have experiences they otherwise might not have. The programs also allow schools to hold onto students for a longer period of time increasing the probability that the students will become self-sufficient adults. The schools also gain by having direct avenues for keeping abreast of new developments in the business and industrial world, and for meeting some of the needs of the community.

The employers benefit from extra help in the business and it gives them a chance to be exposed to adolescents who are skilled in the area and who they can assess as potential future employees. The employers also may have an avenue for input into the training provided by the school, increasing the value of the students being trained.

The community as a whole benefits from the increased school and community relations that are a result of the interaction between businesses and schools. It allows the community to have a part in reducing the number of untrained people that could become a burden on the community. The cooperation between business and school is essential if the programs are to succeed. The programs have potential benefits for all concerned.

Subject Areas for Career Preparation Programs

In British Columbia, there are Career Preparation Programs available to students in the career areas of Hospitality/Tourism, Business Education, Mechanics, Woodworking, Metalwork, Power (industrial) Sewing and Human Services. The three programs that relate directly to the field of Home Economics are Power Sewing, Hospitality/Tourism and Human Services. Home economics is an ideal field for career preparation programs because it teaches not only basic skills but

accompanying knowledge as part of the curriculum. The value of coupling career preparation and home economics courses is in the easy translation of the school-learned skills into job-related skills.

The Human Services Program is divided into three areas, Family Services, Health Care, and Children's Services. At present there are four Career Preparation Programs in Children's Services operating in British Columbia. There are programs in Vancouver, Burnaby, Kelowna, and Victoria. There are numerous programs operating throughout the province in the Hospitality/Tourism area, and one in Power Sewing in Vancouver. It is in the context of the Children's Services, that I will describe the overall program.

Components of the Program

There are four component parts to any career preparation program. First, the program must have six core courses that the students must complete in their last two years of high school. In the Children's Services program these are: Child Development 11 and 12, Family Management 11 and 12, Work Study 11, and Work Experience 12. The Child Development courses cover the theory that the students will need in order to work with preschool children. Areas include: the developmental stages, the essentials for healthy development (nutrition, health, safety, play and child abuse), and the recognition and integration of special needs children.

The Family Management courses cover aspects of the student's own growth through adolescence and adulthood, the development and maintenance of relationships, the use of resources, and the functioning of families. A good understanding of individual growth and the functioning of families is essential in jobs dealing with children and their families.

The Work Study 11 course covers the many skills that are necessary for getting and keeping a job, in any field. Skills such as filling in job applications, résumé writing, interviewing, and positive work attitudes are taught and practiced. Students are made aware of the responsibilities and the rights of workers in both union and non-union situations. The emphasis in this course is on child care skills such as: first-aid, developing appropriate children's activities, arranging schedules and routines, discipline and motivating, observing and communicating with both children and parents.

The Work Experience 12 course gives the students opportunities to apply the theory and the skills that they have learned in their previous courses to practical on-the-job-situations. These are unpaid work practicums. The students are placed in a work-setting under the guidance of a qualified supervisor where they work directly with children for 100 to 120 hours.

The program of placing students into the labor force under controlled conditions is done in British Columbia with the cooperation of the school boards, the Ministry of Labor, the Board of Industrial Relations, the labor unions, the British Columbia Teacher's Federation and business people. The student can be placed in union shops with prior approval of the union. Each student, teacher and job supervisor enters into an agreement covering the terms of employment.

My students work in two different settings, a licensed day care centre for children 22 - 4 years old and in a preschool for 3-4 year olds. The work that a student may do includes: feeding, diapering, soothing and putting children to sleep, preparing art activities, telling stories, conducting circle time, supervising in the playground, cleaning up the facilities and helping on field trips.

The students work under the constant supervision and direction of the center's supervisor. The student is visited regularly by the classroom teacher who makes observations, gives suggestions and evaluates the student. The student is evaluated on: general work habits, personal habits, motivation, the ability to work with little direction, and the ability to apply the skills and knowledge learned in the classroom to a work situation. The workplace supervisor gives the student an evaluation that counts for one half of the student's letter grade. An accurate evaluation requires a good working relationship between the supervisor of the center and the classroom teacher. This is one of the important aspects of the program because a good supervisor is aware of what the students should know and what the teacher's expectations are. I have been very fortunate to work with the supervisors that I have. They have learned a lot about adolescents and I have learned a lot about the child care field. They have offered encouragement and advice freely and wisely especially during the initial development of the program.

High School Graduation Requirements

The second part of the program is the successful completion of the basic high school graduation requirements. The completion of English, social studies, mathematics and science courses, at a minimum essentials or trades level, ensures that the students have basic academic skills. When completed in conjunction with a job training program these courses tend to take on greater importance for the student and the completion rate is higher.

Postsecondary Articulation

The third component of the program is the articulation with a postsecondary institute, college or vocational school that will recognize the training that

has taken place and allow some preferential treatment for the student. This may be in the form of giving advanced entry, a work experience credit, or an otherwise unavailable opportunity for an entrance interview. The completion of a good work experience practicum is an indication of experience and commitment to the field; a prerequisite for entry into some further training programs.

Advisory Boards

The fourth component of the program is the formation of an advisory board to oversee the program. The committee is composed of representatives from the school (the principal, the classroom teacher), the industry (job supervisors, company contacts), the school board, and the articulating postsecondary institute. This committee operates to ensure that the needs of the student, and the employer are being met and that the program is meeting its goals and objectives as productively as possible. The committee members for the Children's Services consist of the classroom teacher, the school principal, the school board Career Preparation coordinator, the daycare supervisors, the preschool supervisors, and the school nurse. The advisory board is a good communication mechanism ensuring that the school and business are meeting each other's needs and that expectations are congruent.

Qualifications for Teaching A Career Preparation Program

Teachers who are teaching classes in a Career Preparation Program must have a thorough knowledge of the speciality area that the program covers. This knowledge includes not only the theoretical but also the very valuable practical applications. Some of the programs require that teachers hold journeyman papers in the speciality area. In addition to knowledge directly related to the speciality area, the teacher also must be able to make contact with businesses in the community that will give the students worthwhile and relevant experiences. The teacher must be able to assess quality, safety and the appropriateness of the work that will be assigned to the students.

Program Success

The success of this program requires not only the commitment of the students to complete the requirements for graduation including the six core courses but the cooperation of teachers and employers to arrange meaningful work experience. One of the most important aspects of the program has involved the cooperation of the day care centers and preschools in accepting the students for their work experiences. After three years they are still enthusiastic about the contribution the students make to their programs.

The second important factor is the cooperation and support of the school administration in the scheduling of the courses. Scheduling is critical when trying to place students in daily work placements without having them miss too much of their other courses. I have been fortunate in that the students in Work Experience 12 have been triple blocked into the afternoon classes which facilitates their going out to do their work experience. They can go every afternoon and still keep up with their other classes. Students enrolled are also often the envy of other students, which is a wonderful confidence and self-esteem builder for students. Other ways of scheduling work experience is to have the students do three one-week sessions spread evenly throughout the year, to use a combination of during-school and after-school hours, and to use school vacation time to be on the job. When working with low achieving or unmotivated students it is important to give them every opportunity to succeed and limited opportunities to fail. Many students achieve great success while on the job that they have never received from in-school classes.

Conclusion

Ties exist between the career preparation programs in British Columbia and the four recommendations made for second chance programs listed earlier in this article. There is a direct and deliberate connection between classroom instruction and on-the-job experience. The program also directs much of the content to generic work skills that can be applied not only to jobs in a specific subject area but to any employment opportunity. Time-on-task in the career preparation programs is a minimum of one third of the course requirements in the final year. This amount appears to give students enough time to discover if they are suited to the field, and to demonstrate their competence both in the specific skills required and in important general work habits.

The value of career preparation programs in facilitating the transition from high school to the job market has not been researched but I am convinced of its value. The value may not lie in students getting a job that will last a lifetime but rather in acquiring some marketable skills that allow entry into the job market. The securing of a job that is interesting and relevant is important to any individual and especially to a student who does not have the ability, motivation or self confidence to continue in school. Success for the students is difficult to measure as there is little or no contact with them once they leave school. They leave the program enthusiastic about working with children and keen to find a job.

The one disadvantage of this program in British Columbia is that no one can work in a licensed child

care facility unless s/he is 19 years old and are either working on, or holds, an Early Childhood Certificate. Therefore, students usually find first jobs in non-licensed family day care, in nanny positions or babysitting.

To date, the Children's Services Center Preparation Program offered at Burnaby North Secondary Schools has placed six students directly into child care jobs, and at least six more into child-related training (Early Childhood Education Diploma program, nanny program and nursing). To this point the program has graduated 28 students in 2 classes (of 2 years each) and has the potential to graduate at least 20 more students over the next two years. The number of students entering the program is stable at a manageable number.

Success of this program cannot be measured immediately, if at all, as many of these students are only just embarking on jobs, careers, further education and parenting. Success also cannot be measured because the number of students who would not have completed high school or would not have successfully been able to get a job is unknown. Another factor, the previously mentioned age restriction on entry to further training for work in preschools or licensed child care centers, is only just now allowing students who graduated in 1988 to apply for entry to further study programs. If the program has given the students some child care skills that can be used in the job market or in a family situation, some generic employment skills and a knowledge of the child care field, then it has attained the goals set for the program. I feel comfortable that it has met at least one of these goals for each student.

In both large and small communities in British Columbia there are facilities that feed people and care for small children. With an ever increasing need for trained people in both the food industry and the child care field it makes good sense to expand on the skills learned in foods and human relations to give non-college-bound students avenues to the work place. If there are community facilities and businesses willing to take students in a non-paying employment situation, then the potential exists for programs that will help young people to get into the job market while gaining some basic academic skills and increasing their feelings of self-worth.

The issue of enabling young students to become self-sufficient adults is an important one, one that not just the schools, but the community as a whole, can address. The cooperation of businesses and schools to give potential dropouts or non-college-bound students a helping hand is an exciting and worthwhile endeavor that deserves our attention.

References

- Employment and Immigration Canada. (1983). *Youth/Jeunesse a new statistical perspective on youth in Canada*. Ottawa, Ontario: Authors.
- Hahn, A. (1987). Reaching out to America's dropouts: What do do? *Phi Delta Kappan*, 69(4), 256-263.
- Ministry of Education, Curriculum Development Branch. Province of British Columbia. (undated). *Career Preparation Program Curriculum Guide for Hospitality/Tourism, Industry, Tourist Services*. Author.
- William T. Grant Foundation Commission on Work, Family and Citizenship. (1988). *The forgotten half: Non-college-bound youth in America*. Author. •••
-

(Book Reviews, Peterat—Continued from page 40.)

These girls... were being commercialized; we had typewriters provided in our schools; we were offering everything to enable them to fill commercial occupations, and we were not doing one thing to develop the domestic side. In other words, we were trying to draft masculine tendencies on feminine stock, and that has been the tendency of our system of education for some years.

(Adelaide Hoodless, 1910 in MacDonald, 1986, p. 45)

Domestic Science is the application of scientific principles to the management of the home. It teaches the value of pure air, proper food, systematic management, economy, care of children, domestic and civil sanitation and the prevention of disease. It calls for higher and higher ideals of home life and more respect for domestic occupations. In short, it is a direct education for women as homemakers. The management of the home has more to do in the moulding of character than any other influence, owing to the large place it fills in the early life of the individual during the most plastic stage of development. We are therefore, justified in an effort to secure a place for home economics or domestic science, in the education institutions of this country.

(Adelaide Hoodless, undated, in MacDonald, 1986, p. 46) •••

Toward a Global Home Economics Curriculum

Linda Peterat
Assistant Professor
Home Economics Education
University of British Columbia
Vancouver

Mary Gale Smith
Graduate Student
Faculty of Education
University of British Columbia
Vancouver

In recent years the Canadian Home Economics Association has promoted development and global education in the schools by providing educational kits in conjunction with World Home Economics Day and World Food Day. Along with twinning projects (partnerships with developing countries to identify needs and implement projects) of associations throughout the country, they have pursued an active role in international development (Channer, 1987). Likewise, the Global Connections project of the American Home Economics Association has highlighted the call for a global home economics education (Montgomery, 1987). In this paper we ask the question: Why should we care about global education? We explore some of the reasons fundamental to building a rationale for global education. Secondly, we offer a checklist for examining how global our current programs are. The checklist is intended to be used for raising discussion among groups of educators about issues central to global education.

Why care?

Anderson responds to this question by saying that it's a non-sensical question (1982, p. 155). We cannot ignore the global nature of our world. Telecommunications media make us immediately aware of events around the world. Mobility and immigration has made it increasingly possible for more peoples in the world to become neighbours. The availability of consumer goods from a wider range of countries reminds us daily of our interconnectedness. The consumer choices we make have economic and political implications for other peoples in the world, and for our national economies. We are increasingly aware that the natural environment we share does not recognize national boundaries. The society in which we live is a global one. This fact should be reflected in our school programs.

Global education has been broadly defined as "education for responsible participation in an interdependent global society" (Anderson, in Becker, 1979, p. 99). Kniep (1986) identifies the substantive focus of global education as the domains of global systems, of global issues and problems, of human values and cultures, and of global history. Global education has also been defined in terms of its vision or goal to develop in students a global perspective. Hanvey (1986) states "education for a global perspective is that learning which enhances the individual's ability to understand his or her condition in the community and the world and improves the ability to make effective judgments" (p. i).

Home economics is also often defined in terms of its vision, goal or mission:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead 1) to maturing in individual self-formation and, 2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (Brown and Paolucci, 1979, p. 23).

Home economics education aims to develop the systems of action referred to in the mission statement: "Action in rational-purposive production or procurement of the physical entities required by the family for the good life" (Brown, 1980, p.101). Essentially, this is instrumental action involving technical tasks such as the preparation of food, clothing and shelter. Since the procurement of food, clothing and shelter is a basic human necessity, the study of how people in different countries and locations in the world solve these basic needs can move the study of instrumental action into a global perspective.

The second system of action referred to in the mission statement was "Communicative action within the family and with social groups outside the family for understanding and for consensus in defining the good life, i.e., in the formation and determination of values and goals" (Brown, 1980, p.101). Since communicative action both within the family and in the broader society requires that the different experiences and interests

of individuals and groups be considered in relation to practical problems, considerations of different national, cultural and religious beliefs and values can move communicative action into a global perspective.

The third system of action referred to in the mission statement was "Emancipative action in freeing individuals, the family, and society from dogmatic beliefs and from social forces which are dominative or exploitative" (Brown, 1980,p.101). Since emancipative action implies the critical analysis of oppressive features of one's social conditions, emancipatory action requires the seeing of other possibilities which comparisons and contrasts with other societies and belief systems in a global perspective offer.

In many ways it appears that home economics education as conceptualized by Brown (1980) and global education have a lot in common. That commonality includes increased awareness and understanding of the gaps between social ideals and current realities that affect people worldwide, and a commitment to action are shared goals. They both seek to justify a value stance in terms of some notion of the good. Brown (1980) mentions such things as human happiness, the good life and the evolution of a free society. Global education is often justified on the basis that not to do it would cause harm, that is, students would be dysfunctional in society (Daniels, 1983; Anderson, 1982). Both assume that education can make a difference and that schools should respond to and be agents of social change.

We suggest that global education is fundamental to home economics education if we are to educate for self-formation and the critique of social goals. The central concepts of home economics - families, daily living and basic needs - are universal concepts and are also global concepts. While central in some form to the experiences and actions of people world-wide, there are certain common features (accounted for in being universal) and differences (necessary to account for in being global). This global nature of home economics education has not been emphasized, however. Rather, the common emphasis on technical reason and action has assumed monolithic and unchanging families which is no longer (if it ever were) justifiable in a global society. Because of the emphasis on technical reason and action, the need for global perspective has not been widely addressed through considerations of value issues, adequate teacher preparation and curriculum development.

In regard to curriculum development, Joyce and Nicholson (1979) have outlined five imperatives which they suggest could be viewed as the philosophical basis for the generation of new curricula in global education. Consideration should be given to reconciling the various conflicting interests of individuals and entities who share the same earth; to the complexity of the global scene; to the promotion of cul-

tural pluralism; to the development of international citizenship; and to creating a belief that one's efforts can be efficacious in the improvement of the world context. Imperatives such as these point to the importance of developing curricula that are morally realistic, that display a respect for people, that avoid oversimplification, stereotyping, polarity and relativism, and that show a degree of optimism. Moral questions cannot be ignored and students must be taught how to make defensible judgements about what is fair and just.

Like Anderson, we suggest that a global emphasis in education is inevitable if our schools are to be socially relevant. Home economics teachers should care about global and intercultural education. There are several implications that follow from such caring. Integrating global education and home economics education must be done carefully and cautiously and undertaken for the right reasons. We must not be just jumping on the bandwagon or as Popkewitz (1980) states, adopting a "slogan system". A well thought out and ethically defensible rationale is imperative. Some argue that home economics ought to stay at home in its focus rather than become another social studies by focussing on global concerns. An appropriate rationale will need to retain the centrality of families while placing them clearly in the reality of a global society.

Preparing teachers to teach from a global perspective is also important. The role of the teacher in a program which encourages problem posing, perspective taking, problem solving, and critical thinking is quite different from a program which is essentially information giving or training. Developing curricula which supports global home economics education becomes a major requirement. These are the challenges facing home economics educators as we take our part in a global society.

A Curriculum Analysis Checklist

This checklist is a self-analysis device for home economics teachers.¹ The intention is to stimulate thought and discussion about the ways global education is or can be a part of home economics curricula. In response to the following sixteen items, circle either YES or NO. There is no right or wrong response for each item, rather implication responses are offered as a way of stimulating thought about global education. If possible, we recommend discussing the implication responses with other teaching colleagues.

1. Do the goals or rationale for your program include the need to educate young people for living in an interdependent world?

YES NO

2. Does your program encourage understanding of the various cultural groups within Canadian society?

YES NO

3. Are differences and similarities of peoples of the world a part of the teaching/learning activities in your classes?

YES NO

4. Are problems of housing, child care, and food supply studied in relation to the stage of economic development of various countries?

YES NO

5. When a technique is taught, for example bread making, is it used as a way to examine the global practice of the provision of bread?

YES NO

6. Do you teach about problems such as malnutrition, sanitation, and poverty in Canada and the world?

YES NO

7. Do you teach about policies and regulations on food and clothing production in your province or Canada but not in other countries?

YES NO

8. When teaching about peoples and problems of various countries, do you begin with activities which foster empathy and identification with the people of the other country?

YES NO

9. When teaching global issues, is the issue considered from the perspective of the experiences and consequences of various people within each country?

YES NO

10. Does your home economics program explore the international linkages in your own community, for example, Red Cross, Amnesty International, Oxfam, etc.?

YES NO

11. When examining traditions, policies and problems of various countries, do you emphasize their consequences on individuals and families?

YES NO

12. In teaching about global problems, is an emphasis placed on the complexity and difficulty of the problem?

YES NO

13. Do students propose, analyse and/or evaluate solutions to global problems?

YES NO

14. Do you encourage students to take action directed at improving or solving global problems?

YES NO

15. Do you promote and model conservation and sound ecological practices in your classroom, for example, avoidance of waste, limiting the use of plastics, and recycling?

YES NO

16. Do you emphasize knowledge of facts rather than problem solving/critical thinking?

YES NO

IMPLICATION RESPONSES

1. If NO, you may be preparing students for a future in which they will lack the global understandings necessary to solve larger global issues of interdependence - trade, economics, peace, pollution control, human health, and well-being. If YES, global education is more likely an explicit goal apparent to students, parents and administrators as well. If it is a stated goal, is it a goal for all areas of home economics, not only foods and nutrition, but also clothing and textiles, and family studies?

2. If YES, you are fostering multicultural education which can be a part of and a first step toward global education. If NO, you may be missing an opportunity to understand global issues through exploring local connections.

3. If YES, you are likely encouraging students to appreciate the common-ness along with the uniqueness of all peoples. If NO, an emphasis on similarities will mask some of the real differences of peoples which are influenced by various cultural and national features. An emphasis on differences risks portraying others as strange and different in a negative way.

4. If YES, you are helping students to understand the relationship between the larger economy of country and the daily living practices of families and the various forms this relationship takes in countries at different stages of economic development. If NO, you may be emphasizing global polarity which associates different practices and values with developed and developing countries.

5. If YES, you are helping students to understand human resourcefulness in the meeting of basic needs, and the source of different food traditions. If NO, you are missing an opportunity to move beyond skill development to emphasize the relationship between daily living practices and resource availability and use.
6. If YES, you have the opportunity to explore with students how these problems may have similar, different or contradictory causes around the world. If NO, and these problems are studied only in countries other than Canada, you will convey that these problems do not occur in Canada and foster the idea of Western superiority.
7. If YES, your program may be setting advocacy and promotion of local industries ahead of understanding the interrelationships and interdependence in global trade and production. If NO, and your teaching includes global trade and production of materials necessary for living, you have an excellent opportunity to foster an understanding of global interdependence.
8. If NO, you are missing the opportunity for students to understand through experiencing and feeling how other people may feel or think given a set of conditions or circumstances of daily living. If YES, you are using an approach effective for countering the we/they dichotomy in our thinking which emphasizes differences and objectifies peoples different from ourselves.
9. If YES, students will see that there are many differences and similarities among peoples in a country as there are between countries. If NO, you may be emphasizing stereotypical and universal experiences within a country. Problems should be studied with sensitivity to the different perspectives of various classes; men, women, and children, rural and urban families within various countries.
10. If YES, you are encouraging students to see the possibility of "thinking globally/acting locally". If NO, you are missing an opportunity to help students understand a range of responses individuals can make to global problems both locally and in international agencies.
11. If NO, students may be unclear as to why global education should be a part of home economics and see little difference from what they learn in other courses. If YES, you are supporting other educators working for a global education and developing the unique focus of home economics on the individual and families.
12. If YES, this may create feelings of helplessness, despair or guilt which can evoke from students a resistance to caring and being interested in others' problems. If NO, you may be emphasizing the human story, for as complex and difficult as some global problems are, they are also stories of human resilience, resourcefulness, cooperation, and caring. Thus, the daily living of the conditions and consequences is also a source of human hope.
13. If YES, you are likely helping students to see that conditions can be changed and helping them to feel empowered to act in contributing to appropriate solutions. If NO, students may feel helplessness and despair as mentioned above.
14. If YES, you are encouraging students to act according to their commitments and beliefs and to realize that they can make a difference. If NO, again, students may feel overwhelming despair as noted in 12 and 13 above.
15. If NO, you are missing an opportunity to model global responsibility in a small way and risk losing credibility with your students. If YES, you are modeling small globally responsible actions which we all can do daily.
16. If YES, you may feel a lack of information and unease in teaching global issues and topics. If NO, you may find problem solving and critical thinking approaches lend themselves more easily to entering into cooperative and joint learning approaches (e.g. simulations, group discussion, and research) with your students on issues of global concern. It is usually necessary to go beyond consideration of facts in teaching global issues.

NOTES

1. In developing this checklist, we acknowledge the use of an earlier one by Dena G. Stoner and T. Elaine Staaland (1978) *Creating a Family Focused Curriculum, Illinois Teacher of Home Economics*, 22(2), 107-111.

This checklist was developed as part of the Research and Development in Global Studies Project, Centre for the Study of Curriculum and Instruction, University of British Columbia. The project is

REFERENCES

- Anderson, L. F. (1982). Why should American education be globalized? It's a nonsensical question. *Theory into Practice*, 21(2), 155-161.
- Becker, J. M. (1979) (Ed.). *Schooling for a global age*. New York: McGraw-Hill.
- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Washington, D.C.: American Home Economics Association.
- Brown, M. (1980). *What is home economics education?* Minnesota Research and Development Center for Vocation Education. Minneapolis, MN: University of Minnesota.
- Channer, S. (1987). World Home Economics Day: An Effective Teaching Strategy. *Illinois Teacher*, 31(2), 78, 82.
- Daniels, L. (1983). Review of Development education: The 20th century survival and fulfillment skill. *Canadian and International Education*, 12(3), 199-204.
- Hanvey, R. (1976). *An attainable global perspective*. New York: Global Perspectives in Education.
- Joyce, B. R., & Nicholson, A. M. (1979). Imperatives for global education. In J.M. Becker (Ed.), *Schooling for a Global Age*. (pp. 95-110). New York: McGraw-Hill.
- Kniep, W. (1986). Defining global education by its content. *Social education*, 50(6), 437-446.
- Montgomery, W. et al. (1987, Spring). Global connections: Linking third world concerns with American teens through the home economics classroom. *Journal of Home Economics*, 79.
- Popkewitz, T. (1980). Global education as a slogan system. *Curriculum Inquiry*, 10(3), 303-316. •••

We women have often said we are politicians because it has been shown to us that we cannot do our duty either to our own homes or to our country without being so . . . [Some critics thought politics 'degrading' but they] must be faced out. The criticism comes from (1) a very partial view of what a woman's life should be and (2) a low estimate of politics . . .

(Lady Aberdeen in French, 1988, p. 85)

(Pain, Continued from page 21.)

varies. Three titles are in use: family studies, home economics, and/or consumer studies. In a country as regionally diverse and large as Canada, periodic reviews of educational programs have a purpose in showing similarities and differences. They raise the question of whether the programs best serve the guiding definitions of the field. There is a need for further communication on many issues emerging from this review, and an opportunity for leadership from the profession in establishing guidelines and influencing policy.

References

- Canadian Home Economics Association (1984). *Rapport*, September, 2.
- Canadian Home Economics Association (1985). Home economics/family studies education in Canadian Schools. *Canadian Home Economics Journal*, 35(2), 116-119.
- Feniak, E. (1979). Home economics in Canadian universities, 1978. *Journal of Consumer Studies and Home Economics*, 3, 71-78.
- Peterat, L. (1984). Home economics, a survey of provincial curricula at secondary level. (unpublished report) Fredericton, New Brunswick: University of New Brunswick, Faculty of Education.
- Peterat, L. (1985). Home economics education in secondary schools. *Canadian Home Economics Journal*, 34(2), 80-83.
- Peterat, L., & Pain, B. (1989). *Directory of home economics/family studies teacher education programs in Canada*. (Available from Dr. L. B. Peterat, Faculty of Education, University of British Columbia, Vancouver, B.C., V6T 1Z5 and Dr. B. J. Pain, College of Education, University of Saskatchewan, Saskatoon, SK, S7N 0W0)
- Rowles, E., (1958). Are our universities and colleges offering adequate programs in home economics? *Canadian Home Economics Journal*, 8(4), 9-10; 21.
- Rowles, E., (1964). *Home economics in Canada, the early history of six college programs: Prologue to change*. Saskatoon, SK: University of Saskatchewan Bookstore. •••

BOOK REVIEWS

Linda Eyre
 Doctoral Student
 Faculty of Education
 The University of British Columbia

Anderson, K. L., Armstrong, H., Armstrong, P., Drakich, J., Eichler, M., Guberman, C., Hayford, H., Luxton, M., Peters, J. F., Porter, E., Richardson, C. J., & Tesson, G. (1987). *Family matters: Sociology and contemporary Canadian families*. Toronto; New York: Methuen.

Landell, N. & Duffy, A. (Eds.) (1988). *Reconstructing the Canadian Family: Feminist Perspectives*. Toronto; Seattle: Butterworths.

McLaren, A. T. (Ed.) (1988). *Gender and society: Creating a Canadian women's sociology*. Toronto; New York: Copp Clark Pitman.

These books were chosen because each provides a gender sensitive and gender balanced approach to family related concerns (see Eyre this issue). Each book clearly identifies female and male perspectives on the family, and each raises questions about traditional patriarchal interpretations of family living. These books can help us examine the ways we have traditionally studied families, and help increase our understanding about the reality of people's lives. I highly recommend each book as a teacher reference.

Family Matters challenges prevailing ideologies about families. Having defined clearly the concepts of family and household, and explored the various conceptual frameworks for studying families, this book brings together several articles about specific issues which concern family living. Issues such as those which surround families and social policy, the relationship between work in and outside of the home, divorce, and violence against women, are critically explored. The authors show how family law and social policy are based on ideological notions about family living and are justified through functionalist theories. At the same time the authors show that the notion of a traditional family is inaccurate - since historically, it has never represented everyone. The authors expose differences among families and link these to larger forces in society. This book is written clearly and avoids technical language. As well as being highly recommended as a teacher reference *Family Matters* would also be suitable for senior high school students.

Reconstructing the Canadian Family provides current information about women's issues in the Canadian

family, and challenges gender inequalities in the family and in society. The authors take apart our traditional masculine notions about family living and reconstructs them from a gender sensitive and gender balanced perspective. The editor's stated goal is to work toward egalitarian rather than patriarchal relations in family living. The book is divided into three sections. Part One examines the roles of women, wives, and mothers; men, husbands, and fathers; and children, from an historical and critical perspective. Part Two provides an historical overview of demographic changes in family patterns, and feminist critique of family power relations between women and men. Part Three addresses the impact of the political economy on families, and on women in particular. Questions are also raised about the new reproductive technologies, as well as state legislation, and the impact of each on women and families. Throughout, the diversity of women's lives in families is evident; as is the changing historical context of the family. A strength of the book is that it is based on the daily realities of women's lives as family members; a perspective which is often missing from texts on the family.

In *Gender and Society* Arlene McLaren sets out to fill the gap in traditional male biased sociology texts, by providing a feminist sociological perspective of women in Canada. Of particular interest to home economists in education are articles which explore the relationship between women, men, families, the workplace, and the state. For example, the book includes articles which provide: a social and political analysis of childbirth; an understanding of how the state maintains patriarchal relations in families through welfare legislation; and an exploration of female and male high school students' understandings of their future occupational and familial roles. Articles about more specific family concerns explode our historical middle class, heterosexual, and patriarchal understandings of family life and motherhood, and include: family demographic patterns of women in Canada from an historical perspective; an explanation of women's response to being battered; child custody and lesbian mothers; and the impact of new reproductive technologies. Other articles specifically useful for home economists include: an examination of sex segregation in Canadian women's employment; an evaluation of solutions to sexual harassment in the workplace; an examination of resistance to midwives by the state and the medical profession; and feminist critique of approaches to pornography and sexuality issues. •••

BOOK REVIEWS

Linda Peterat, Assistant Professor
Home Economics Education
Faculty of Education
University of British Columbia
Vancouver, B.C.

Chown, Alice (1988). *The Stairway*. Toronto: University of Toronto Press. (63A St. George Street, Toronto, Ontario M5S 1A6).

For those of us who have sought out and delighted in the reading of the *The Stairway*, first published in 1921, this re-issue is a welcome addition to feminist/home economics literature. Diana Chown, a great-great niece of Alice, provides an excellent introduction, clarifying names of people and places given pseudonyms in the original text, and the dominant philosophies and social ideas influencing Alice Chown (1866-1949).

The Stairway is the reflective journal writings of Chown from 1906-1919. In the introduction, Diana Chown aptly describes the book as:

The story of a single, middle-aged Canadian woman who was a radical intellectual during the first quarter of the twentieth century. It not only relates the tale of her work and achievements but also reveals the problems she sometimes encountered - loneliness, rejection, semi-poverty, and illness. To portray herself as lonely and rejected was not, of course, Alice Chown's intention. She hoped that she could reach others, particularly women, with a message of love, empowerment, and truth to oneself by telling her own story from a particular point of view (p. xi).

Chown is well known for her contribution at four of the Lake Placid Conferences. College educated, her ideas of home economics contrasted sharply with Adelaide Hoodless'. Shunning institutions, her interests and activities ranged beyond home economics. Diana Chown describes her diverse career as: "feminist, suffragist, pacifist, settlement worker, writer, home economics advocate, journalist, labour/activist, labour college teacher, and peace activist" (p. vi-vii).

The Stairway offers a rare portrayal of the personal and intellectual life of a turn-of-the-century woman. Recommended reading.

MacDonald, Cheryl (1986). *Adelaide Hoodless, domestic crusader*. Toronto: Dundurn Press. (2181 Queen Street East, Suite 301, Toronto, Ontario M4E 1E5).

Relying primarily on the Hoodless family papers bequeathed to the University of Guelph in 1966, MacDonald offers the first book length biography of Adelaide Hoodless (1857-1910). Hoodless is the woman most often credited with leading the struggle to have domestic science introduced into the public schools in Canada. After attending the International Congress of Women at the Chicago World's Fair in 1893 until her death, this was her driving goal. As well, Hoodless, had an active role in establishing other women's organizations of the time: the Victorian Order of Nurses, the Women's Institutes, the Young Women's Christian Association, and the National and International Councils of Women.

While Hoodless has been widely written about and criticized in recent years by feminists and educators, MacDonald presents a sympathetic portrayal. She offers little analysis and interpretation of the character, and doesn't develop any particular or explanatory story-line on her life. She offers some details of Hoodless' family and personal life. She offers some insight to the relationship between Hoodless' and other early home economists, suggesting that Hoodless' lack of college education was a barrier to her continuing leadership among home economists and educators as the subject became established in education. Much detail is offered on Hoodless' struggle in her home city of Hamilton to have domestic science taught in the schools.

MacDonald offers a useful book for those interested in the founders of home economics in Canada. Its weaknesses are the somewhat narrow scope of research on which it is based, the often confusing sequence of events and detail offered, and the almost too sympathetic treatment of the character which left me feeling I still didn't know this woman very well.

(Continued on page 33.)

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
352 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

HOME EC LIBRARY
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

ILLINOIS TEACHER OF HOME ECONOMICS

Foreword, <i>Mildred Barnes Griggs</i>	41
Strengthening Single-Parent Families, <i>Beverly Uhlenberg</i>	42
Implementation of the Components Needed for a Teenage-Parent Program, <i>Barbara J. Mitchell</i>	45
LIFESPAN: Experiential Learning About Family Development, <i>Benjamin Silliman</i>	48
Family Life: Using Premarital Agreements as a Teaching Tool, <i>Tommie Lawhon</i>	50
Teaching Survival Techniques in A Changing World, <i>Irene Storrer</i>	54
Content Analysis as an Innovative Teaching Technique for Home Economists, <i>Paula W. Dail</i>	56
Building Self-Esteem in Middle School Students Through Home Economics and Industrial Technology, <i>Marguerite Mellin and Beverly Forbes</i>	61
SUPERMARKET SAFARI, Tracking Down Good Nutrition in the Grocery Store, <i>Darlene Gubser and Barbara A. Holt</i>	64
Marketing Home Economics: Let's Stop Assuming and Start Selling, <i>Machelle Bonde</i>	65
Inductive Teaching: A Strategy to Teach Housing Concepts, <i>Deborah G. Wooldridge, Marge Sebelius, and Susan Ross</i>	68
The Issue of Curriculum Change in Clothing Studies, <i>Susan G. Turnbull</i>	72
Suggestions for Extension Home Economists Programming At Congregate Nutrition Sites, <i>Janette K. Newhouse</i>	76
Philosophy Narrative, <i>Judith T. Tebo</i>	79
Book Reviews, <i>Joseph L. Wysocki</i>	80

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

June Chambliss, Technical Director

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Catherine Burnham, Graduate Assistant and Ed.D. Candidate

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Vida U. Revilla, Graduate Assistant and Ph.D. Candidate

Volume XXXIII, No. 2, November/December, 1989. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*
University of Illinois
352 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1989

FOREWORD

Welcome to Volume XXXIII and to a new academic year. I recognize that this is the second issue of the current volume, however, the first one was guest edited and the greetings came from the guest editors. We at *Illinois Teacher* hope you enjoyed that issue written by our neighbors to the north about home economics in Canada.

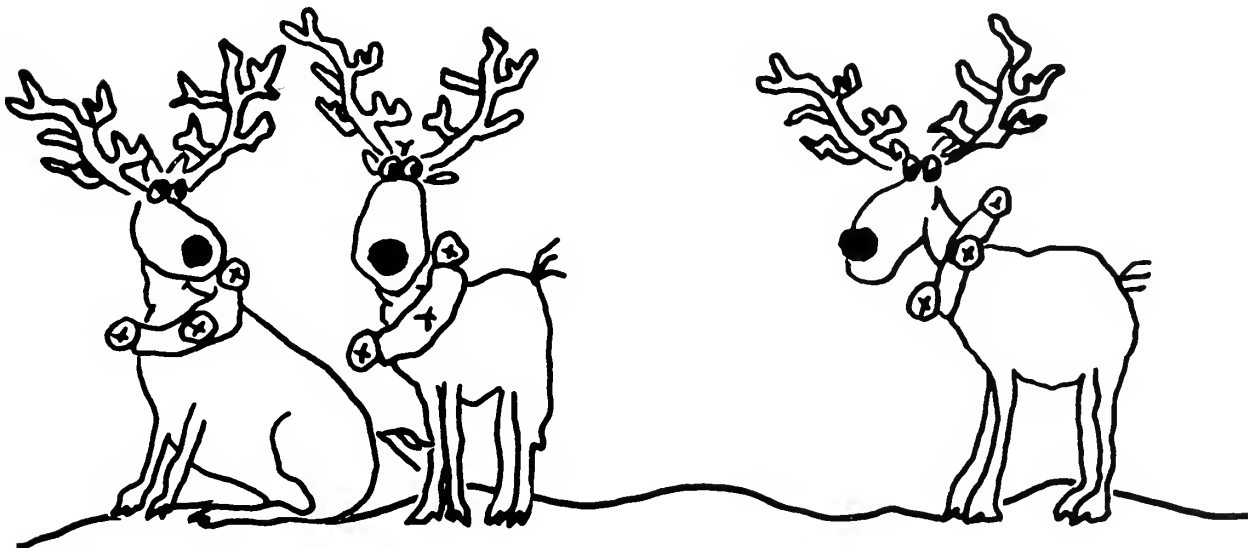
Our focus this year is on curriculum more specifically we have encouraged authors to give recommendations about content and rationales for it. We encourage you to take a critical look at what you are teaching, how you are teaching and why you are teaching it. Are your reasons satisfactory, do they stand up under your reflective scrutiny?

This issue contains suggestions for content in several areas, a few teaching techniques, things to reflect on and career advice. We hope you will find it all helpful.

We had a staff change in August. Annabelle Slocum left to take a position at University of Western Ontario in London, Ontario, Canada. Best wishes to Annabelle.

Readers, please let us hear from you. We value your input.

Mildred Barnes Griggs
Editor



Strengthening Single-Parent Families

Beverly Uhlenberg
Assistant Professor of
Home Economics
Department of Home Economics
and Nutrition
University of North Dakota
Grand Forks, ND



Families have been a strong, healthy, and resilient basis of our society for centuries. They have survived because of the ability to change to meet the needs of individuals and society. It is through the family that the race is continued through new births. Children are socialized, economic support is provided, and individuals receive emotional support, intimacy, and love (Winch, 1971). Home economists have long recognized the importance of strong families to our society. In fact, the purpose of the American Home Economics Association, as stated on the contents page of each issue of the *Journal of Home Economics*, is to improve the quality and standards of individual and family life.

It is important both for our society as a whole and for each individual family member that the home environment be a healthy one for both children and adults. At present, many single-parent families are experiencing more problems than are two-parent families. Too little money to provide a healthy environment is a major problem for many single-parent families, but the poorest are the never-married. Never-married parents tend to have the least education, the fewest job skills and the highest rate of unemployment (Displaced Homemakers Network, 1987). Divorced females experience dramatic reductions in their standard of living following a divorce and an increase in family responsibilities. These experiences often cause feelings of anger, resentment and guilt. Low self-esteem is reported by both types of single parents (Weiss, 1979).

Of the many types of families in the United States today it is the single-parent family that is increasing in numbers most rapidly. In 1986, 24 percent of children under 18 years of age were living with a lone parent (Glick, 1988). Approximately one-half of all single-parent families are headed by the never-married, however (Norton & Glick, 1986). Ninety percent of single-parent families are headed by females.

Classes for Single Parents

One of the ways of assisting single parents to improve the home environment is by offering classes in self-help skills. Data from a study of single parents in North Dakota in 1986 (Uhlenberg & Estrem, 1988) revealed that single parents were very interested in learning self-help skills. They were particularly interested in developing high self-esteem, managing stress, developing personal relationship skills, and learning parenting skills. They also were quite interested in learning about money management, health and wellness, home and time management, and meal management.

It is important to schedule these classes at a convenient time for single parents. Daytime hours might be good for the young, never-married parents, but those who are employed may find lunch hour classes more convenient. Classes could be held over the dinner hour if brown bag meals were provided. Evening classes could be held if child care were provided. In some communities the child care could be provided by students who need experiences planning children's activities and evaluating their effectiveness. Plans which provide enrichment activities for children while parents are learning self-help skills can be particularly effective for the entire family.

Characteristics of the Curriculum

Cary Estrem and I developed a curriculum guide (Uhlenberg & Estrem, 1988) to be used in classes where self-help skills are taught. Because single parents differ from each other in age, level of education, socio-economic background, ages and number of children, and personal motivation, we attempted to develop materials that would meet the needs of this diverse group. Some of the characteristics of the curriculum are:

1. **Non-sexist.** The curriculum is written using gender neutral language. The subject matter is applicable to both men and women.
2. **Low reading level.** Parents of all educational backgrounds can benefit from the handouts and activities.
3. **Activity oriented.** The many activities enable single parents to practice the life skills they wish to learn.

Topics were chosen by single parents. Information and skills that single parents indicate a desire to learn are arranged in five units: self-esteem and assertiveness; managing stress; raising happy, healthy children; managing money matters; and food for healthy families.

May be used with individuals or groups. A group setting offers the advantages of support from others and the sharing of ideas, which often results in better decision-making. However, the materials may be used with individuals, also.

Requires little preparation by the leader. Background information is provided for each topic and complete instructions are given for each activity. Activity sheets are ready to be reproduced for each student.

Can be adapted to different time frames. The leader and students select the activities so it is easy to adapt to various class schedules.

Teaching Problem Solving

Problem solving and decision making are important life skills taught by this curriculum. These skills are essential for effective management of one's life. Problems are a fact of life, a daily occurrence experienced by everyone. The chance to solve them should be viewed as a challenge and an opportunity to take charge of one's life. Opportunities to practice these skills are provided in each of the curriculum units.

The curriculum incorporates the Practical Action Teaching Approach (Laster, 1982). This is a model for teaching problem solving that enables learners to solve their own problems and to acquire new information and skills based on their own needs. It is an individualized teaching approach used within a group setting that takes advantage of the pooling of ideas, experiences and skills of the group members. Each student uses the following four-step plan to solve problems:

1. ZEROING IN ON THE PROBLEM

Identify my problem.

Describe how I would like my problem solved.

2. WHAT SHOULD I DO?

List many solutions to my problem.

Identify and evaluate the advantages and disadvantages of each solution.

Choose a solution.

3. PLAN OF ACTION

Gather information and develop skills needed to carry out my solution by:

- talking with others
- making phone calls
- reading about it
- taking a class.

List the steps I must take to solve my problem and when I will do them.

Carry out the steps for solving my problem.

4. HOW DID IT WORK?

Ask myself:

- Has my problem been solved?
- What must I continue to do to keep my problem under control?
- What else could I do to solve my problem?

A single parent might be experiencing the following problem. "People ask me to do more things than I have time for. I don't know how to say no without feeling guilty." The parent would like to learn how to say no without fearing the loss of friendships or contacts. Possible solutions would then be identified, such as to avoid the people who ask the parent to do things. The disadvantage of this solution is that contact with these important people would be lost; the parent is not willing to do this. The solution the parent chooses is to learn how to say no without offending anyone. This skill is learned by using the activities concerned with "I" statements, which are included in the curriculum guide. After using "I" statements in real situations the parent would evaluate the effectiveness of this approach. If the solution were not effective, a new solution would be adopted and necessary skills learned.

According to Bruffee (1987), single parents will learn best how to create effective solutions to their problems by working in groups. They will learn these skills better and more quickly if they work with others than if they practice the skills alone. Each group member has had different experiences and is able to evaluate the proposed solutions of others in a unique way. The group members also provide support, which assists the single parenting in carrying out the plan or in persisting until the skill is learned.

There are several benefits of using the problem solving approach described above. One important benefit is that single parents will learn to solve problems effectively and take charge of their lives. This is a real self-esteem builder because being able to do what is needed or expected is a very important part of self-evaluation. Being able to solve problems effectively reduces stress, which is another skill single parents wanted to learn. Being a good problem solver prevents additional problems, so life is easier to manage. It enables persons to outgrow their need for helpers because they become more independent as they become more able.

A second advantage of using the problem solving approach is that the single parents will learn information and skills that they can apply immediately to their lives. They will be more effective family managers which will be beneficial both them and their children.

A third advantage comes from the opportunity to learn in groups. The pooling of ideas, experiences and skills can help individuals find better solutions to their problems more quickly than by solving problems alone. The single parents will also feel support from others. This important social interaction is often missing from their lives.

Class Benefits

Being a teacher of a class for single parents of any age or either sex is a challenging task but also a very rewarding one. These teachers have the opportunity to do the following, plus much more:

1. Promote the development of self-confidence in single parents.
2. Provide single parents with learning opportunities and facts.
3. Help single parents to see the available options.
4. Serve as a cheerleader as single parents are encouraged to solve their own problems.

The focus of the class should be to strengthen single-parent families by empowering parents to solve their own problems. Teaching problem solving skills is like an old Chinese proverb:

Give people fish, and you feed them for a day. Teach people to fish, and you feed them for a lifetime.

Our updated version is:

Solve parents' problems, and you prepare them for the day. Teach parents problem solving skills and you prepare them for a lifetime.

References

Bruffee, K. A. (1987). The art of collaborative learning. *Change*, (March/April), 42-47.

Displaced Homemakers Network. (1987). *A status report on displaced homemakers and single parents in the United States*. Washington, DC: Author.

Glick, P. C. (1988). Fifty years of family demography: A record of social change. *Journal of Marriage and the Family*, 50(4), 861-873.

Laster, J. F. (1982). A practical action teaching model. *Journal of Home Economics*, 74(3), 41-44.

Norton, A. J., & Glick, P. C. (1986). One parent families: A social and economic profile. *Family Relations*, 35(1), 9-17.

Uhlenberg, B. M., & Estrem, C. E. (1988). *Life skills for single parents: A curriculum guide*. Grand Forks, ND: University of North Dakota Bureau of Educational Services and Applied Research.

Weiss, R. S. (1979). *Going it alone*. New York: Basic Books, Inc.

Winch, R. F. (1971). *The modern family* (3rd ed.). New York: Holt, Rinehart and Winston. •••

To obtain a copy of the Life Skill For Single Parents Curriculum send a \$15.00 check or money order for each copy to:

The Bureau of Educational Services
and Applied Research
Box 8158 University Station
University of North Dakota
Grand Forks, ND 58202-8158

People and Practice: International Issues for Home Economists

People and Practice is a new publication that is intended to promote dialogue about the issues facing home economics in the contemporary world. The booklets come in a brief, easily read form providing a philosophical and theoretical base followed by some examples of the use of the ideas in practice at various levels and in different world settings. They are designed for practicing professionals and professional associations.

Please direct subscriptions and any enquiries to:

Dr. Eleanore Vaines
School of Family and Nutritional Sciences
2205 East Mall
University of British Columbia
Vancouver, British Columbia, Canada
V6T-1W5

Implementation of the Components Needed for A Teenage-Parent Program

Barbara J. Mitchell
Home Economics Teacher
Staunton River Annex
Moneta, VA



Teen pregnancy is a problem that is not going away. There is really no single or simple solution to the problem of "children bearing children" in communities all over the country. "People—administrators, home economists, church and community leaders, and teens—are recognizing that something has to be done" (Babies can wait, 1987). Due to the dramatic change in our societal norms, there is less stigma attached to being an unwed mother today. Teen pregnancy is an epidemic social problem that affects all socio-economic and intellectual levels, all races and all religious affiliations. It is a serious national problem that affects all of our lives (Bleyer, 1986).

Over one million teenagers become pregnant annually in the United States. What happens to these one million plus teens? A majority, about 80 percent, drop out of school. The long term social, economic and health costs associated with school-age pregnancy are immeasurable. Congress acknowledged the problem of single parents, including teenagers, and provided funds for programs for them in the Carl D. Perkins Act (Kister, 1987).

How to educate our nation's teens on the risks and long-term effects of teen pregnancy is an ongoing debate among Americans. Many programs have been initiated by state and federal agencies as well as by schools, and community and church groups to address the problem of teen pregnancy. Although some recent efforts have been made to incorporate sexuality education for young men, the majority of programs are still aimed at reaching the female population. Groups attempting to address the issue of teen pregnancy agree that networking of churches, schools, parents and the media is necessary (Pecoraro, Robichaus, and Theriot, 1987).

Secondary school personnel have the opportunity to provide leadership to the effort to coordinate parenthood education. Schools are the logical place to reach the majority of teens. Cooperation with health department, hospital, and community agency sponsored programs can be used to further enhance school programs. Parenthood education should provide teenagers with a foundation upon which to make decisions regarding parenthood, and the knowledge and skills to perform parental responsibilities effectively. This paper addresses major components that need to be included in a teenage-parent program within the home economics curriculum.

Advisory Committee

An advisory committee is a group of individuals selected from community, business, education, and lay citizen sources that can become a critical component for a successful parenting program. In the initial stages of the development of a program, the committee can use its well-defined goals to engender community support for it. As the program matures, continued support of the advisory committee plays a critical role. This committee works with the home economics teacher(s) to bring community attitudes and beliefs as well as knowledge into the school as a basis for planning, evaluating and vitalizing the program (Wiley, 1983). This committee can help facilitate needs assessment by designing and administering a questionnaire to "key informants" in the community.

Needs Assessment

A well-planned needs assessment can serve as a useful guide to identify, prioritize, and implement programs (Chandler, 1985). Needs assessment data can be used to identify an emerging clientele, aid in developing the instructional model, and justify implementation of the program components. This process should be coordinated by the advisory committee that can be responsible for collecting and tabulating the data.

Program Goals and Objectives

Once the need for a community program has been determined and support from school officials has been established, the next step is the development of goals and objectives consistent with the philosophy of the school and the cooperating agencies. "The program needs to help teens understand themselves and build decision making skills" (Kenny, 1987). An overall goal for the program would be assisting students to complete their high school education while giving priority to their parenting-education needs. Receiving credit while attending the program may be an incentive to stay in school. The high school diploma will prove to be an important credential for obtaining employment or postsecondary education.

Program Location

A school based program can include appropriate vocational training, academic and home economics classes. It can also help the teenage parent move through this potentially difficult period of trying to become a good parent and lead a productive life.

A program that draws upon the resources of a school, various agencies, and community organizations may provide more stability and a better support system than could be provided if they worked independently to meet the teen-parent's special needs. In urban areas, the number of eligible students in one school may be sufficient to constitute the total enrollment. In small communities, a unified program for several schools can bring all pregnant teens and teen-parents in the area to a vocational school, alternative school or career center site.

Program Funding

The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) requires that each state use Title III, Part B to:

make grants to States to assist them in conducting consumer and homemaking education programs. Such programs may include (1) instructional programs, services and activities that prepare youth and adults for the occupation of homemaking, and (2) instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, and home management (including resource management), and clothing and textiles.

In addition to federal funding, grants for a teenage-parent program are becoming available in

many states. Drawing upon support services within the total community can ensure greater quality and effectiveness than could be generated by the school working alone. Home economics teachers should make a concerted effort to apply for these grants. Funding needs to be acquired for salaries, contractual services, equipment and supplies, travel, textbooks, audio-visual aids, resource materials, other related expenses, and indirect costs. Consideration needs to be given as well for child care services related to the program, as many social services now include such payments.

Program Coordinator

An important component of the program's success is the program coordinator. This individual should be a certified home economics teacher who is well qualified in child-care education, counseling, and administration. The coordinator needs to be a caring, sensitive person and responsive to student needs. This person also needs good communication skills in order to represent the program well to school boards, community agencies, and other groups. It is important that the coordinator be secure in his/her own life and have several years of successful teaching experience that will provide expertise in curriculum planning and coordination.

Program Curriculum Units

A vital part of the teen-parent program is the curriculum. A curriculum that includes a two-prong, proactive and reactive approach is best. The proactive curriculum provides students with the knowledge and skills necessary to become contributing members of the family and society. The reactive curriculum is designed to deal with special needs of the students. "Each unit should be competency based so that the attitudes, behavior, skill or understanding can be demonstrated by the student at a specific performance level" (AHEA, 1987). Topics that need to be included in a parenting program are: (1) value clarification, (2) self-esteem, (3) problem-solving techniques, (4) money management, (5) nutrition, (6) health care, (7) human sexuality, (8) responsibilities involved in being a parent, (9) child development, and (10) career planning. These ten areas may be augmented if the needs assessment shows that other content is needed.

The program should provide skills for employment and/or further postsecondary study. In addition to providing "hands on" experiences with their own babies or children, the program needs to provide prenatal and postnatal care, education and counseling,

family planning information for the father and mothers when possible.

Child Care Services

To receive "hands on" experience a day care center becomes an essential component of the program. Each teenage parent would be expected to participate in the day care center for a required number of hours each month. Participation helps students learn the tremendous responsibility and skills of group child care and the extra effort needed to bring the baby to school each day. On-site services can enable the mother to continue her education. Adolescent mothers are more likely to take advantage of these services when they are readily available and built into an educational and support system (Holman & Arcus, 1987).

Networking Services

A number of successful teenage parent programs provide support and referral through the development of linkages among community agencies. These agencies include those that offer legal advice, health care, emergency funds, shelter and protection, substance abuse counseling and housing. Information about each "networking" service should include facts about the resources they offer and their availability (Burge, 1987).

The practical experience the teen-parents gain by visiting resource sites such as the health department, extension office, police department, hospital, and library, can help them overcome their fears and learn about the services available to them and how to take advantage of them (Langone, 1986).

Most programs refer mothers to other social agencies within the community for specialized services on a basis of individual need (e.g., intensive social casework assistance). Some programs provide medical and nursing staff to give prenatal care to the students in the school classroom while other programs have arranged for the student to receive this care at a designated clinic time (Wiley, 1983).

Evaluation

Evaluation is an important component of any program. A well-thought-out evaluation plan can identify accomplishments, illustrate strengths and weaknesses, and provide data to be used for upgrading and revising the program. Publication of the evaluation results can also keep the community informed concerning the benefits and impact of this teenage-parent

program (Young, 1985). The merit of the program for individual students will be documented by the number of students who complete the program with proven curriculum competency.

Job Placement/Follow-Up Services

Some form of follow-up is important to the success of the program. Past experiences with various programs have shown that when a program loses contact with the student after her baby is born or the student graduates from high school, some of the gains made during the student's participation in the program are lost. Although the limitations of staffing sometimes can prohibit a full fledged follow-up program, an "advocate" can be an effective follow-up for a program. The "advocate" must be a designated person who can be available to the teen-parent when a crisis occurs. This might be a counselor, nurse, teacher, program coordinator, or an aide (Wiley, 1983).

The vocational guidance counselor or the vocational teacher could help with job placement for students who had vocational training during the program. Here again the "networking" with local community services that have been involved with the program will be an asset in job placement. According to Burge (1987), "Community colleges provide another source for opportunities for furthering career education and vocational training for teenage parents."

Summary

"Babies don't come with directions. They grow through love and understanding, guidance and patience, knowledge and skills that can be learned" (AHEA, 1987). Home economists must continue to address this national crisis, and communicate to the public and our decision makers the important role of home economists and home economics programs (AHEA, 1987).

The strength of the teenage-parent program lies in its cooperative nature and the integration of services from several different agencies which serve teenage mothers and their children. Promoting the much needed teenage-parent education program is where home economists can have a great impact. "Every community has the human and technical resources to develop such a program, but unless some person, group, or agency takes the initiative, the development does not take place" (Tucker, 1987).

(Continued on page 49.)

LIFESPAN: Experiential Learning About Family Development

Benjamin Silliman
Assistant Professor
Family and Child Studies
College of Home Economics
Louisiana Tech University



Home economics educators have traditionally been concerned with providing active, experiential learning experiences for students (Brown & Paolucci, 1979; Sheek, 1984). Student observation of and interviews with families have been used by social science educators with positive results (Gunter, 1974). In addition to facilitating direct experience with a variety of family lifestyles and issues, self-directed participatory learning experiences help promote development of analytical skills and intellectual autonomy (Helm, 1987; Hultgren, 1987). Use of a wide variety of teaching methods in the classroom accommodates a variety of learning styles (Njus, Hughes, & Stout, 1981; Martin, 1986) and presents a model of diversity in teaching for home economics educators-in-training. This paper discusses a project developed at Louisiana Tech University to promote experiential learning in an introductory child and family development class.

Description of LIFESPAN Project

LIFESPAN is the major out-of-class project in a sophomore level college class which examines growth and change in individual and family life from birth to death. At the beginning of the quarter students are given a guide to and explanation of the project. Requirements for LIFESPAN include the following sequence:

a) selection of a topic of study (varied by quarter)

- stages/types of families (newborns, preschoolers, school-age, teenage, college-age, young adult, middle age, older adults, ethnic families, single parent families, blended families, families with handicapped members);
- dimensions of family development (physical, intellectual, emotional, social, spiritual);

- issues for families (work and family, child care, drugs and alcohol, clothing needs, budgeting, career development, teen pregnancy, stress and coping, cohabitation, enriching marriage, divorce, remarriage, single parenting, aging parents, retirement, facing death);
- b) identification of a family to interview (her/his own or another; family can remain anonymous, but must sign release);
- c) selection and outline of a three to five page article from a popular magazine (*Time*, *Newsweek*, *U.S. News and World Report*, *Psychology Today*) on a relevant suggested or self-selected topic;
- d) development of ten interview questions (based on articles read) to be the focus of investigation with the family;
- e) interview the family, including as many members as possible and collecting slides and artifacts of family life;
- f) write a short summary report of the interview [on a word processor (to facilitate computer skills)], including a description of the ecological setting (urban/rural, housing, family health and well-being), roles and personalities of individual family members, and the family's responses to five to ten of the student-generated questions (depending on length of interview); and
- g) preparation and delivery of a five-minute presentation that includes a summary of the article, a description of the family, and characteristics of family life development.

Several insights for implementing a LIFESPAN project have been gained through experience. First, instructions and grading criteria need to be written out very clearly to help focus student energies. Clear instructions would be even more important for implementing the research/interview assignment with high school students. After the first term, examples of successful projects should be available to guide construction of new projects. Regular checks on progress will reduce uncertainty and procrastination among students. Careful class planning will insure inclusion of everyone without missing important lecture material. Upperclass student helpers will reduce workload on the teacher, especially if there are more

than 30 students in class. Helping with LIFESPAN may provide these students with opportunities for practicum experience. Finally, positive feedback, especially for the first group of presenters, serves to reduce anxiety and reinforce positive models for presenting LIFESPAN findings.

References

Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Washington, DC: American Home Economics Association.

Gunter, B. G. (1974). Using volunteer families in teaching family sociology. *The Family Coordinator*, 23(3), 261-268.

Helm, G. R. (1987). Relationships—Decisions through the life-cycle: A course to stimulate thinking skills. *Illinois Teacher*, 30(4), 127-128, 133.

Hultgren, F. (1987). Leaping into the neighborhood where thinking resides. *Illinois Teacher*, 30(4), 147-149.

Njus, H. P., Hughes, R. P., & Stout, B. L. (1981). Cognitive style, teaching mode, and learning outcomes. *Home Economics Research Journal*, 9(4), 264-275.

Martin, R. (1986). Tools of the profession: Learning and thinking in home economics. *Illinois Teacher*, 30(2), 54-56.

Sheek, G. W. (1984). A nation for families: Family life education in public schools. Washington, DC: American Home Economics Association, 32-36.

...

(Continued from page 47.)

References

American Home Economics Association. (1987). At issue: Teen pregnancy. *Journal of Home Economics*, 79(2), 63-64.

Babies can wait. (1987). *Forecast*, 32(7), 18-19.

Bleyer, D. R. (1987). Building vocational incentives: A prevention strategy for teenage pregnancy. *Family Life Educator*, 4(4), 16-17.

Burge, P. L. (1987). *Career development of single parents*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, p. 26.

Chandler, R. M. (1985). Needs assessment: A framework for determining community needs. *PACE*, #33, Blacksburg, VA: Virginia Cooperative Extension Service, 1-4.

Holman, N., & Arcus, M. (1987). Helping adolescent mothers and their children: An integrated multi-agency approach. *Journal of Applied Family and Child Studies*, 36(2), 119-123.

Kenny, A. M. (1987). Teen pregnancy: An issue for schools. *Phi Delta Kappan*, 68(10), 728-736.

Kister, J. (1987). GRADS—A successful model for addressing the educational needs of school-age parents. *Tips & Topics*, 27(1), 3.

Langone, C. A. (1987). Teacher training for effective parenting education. *Tips & Topics*, 27(1), 5.

Pecoraro, A. G., Robichaus, F. B., & Theriot, J. G. (1987). Teen pregnancy: Effect on family well-being. *Journal of Home Economics*, 79(4), 7-10, 59.

Tucker, J. L. E. (1987). Teenage pregnancy and parenthood: How home economists can help. *Tips & Topics*, 27(1), 2-4.

U. S. Congress. (1984). Carl D. Perkins Vocational Education Act. Public Law 98-524. Washington, DC: U. S. Government Printing Office.

Wiley, C., & Border, B. (1983). Teenage parenting education: Program components. Nontraditional home economics: Meeting uncommon needs with innovative plans. Bloomington: IL: McKnight Publishing Company, 73-85.

Young, M. (1985). Community support for family life education. *Family Life Educator*, 3(4), 20-22.

...

Nothing makes a person
more productive than the
last minute—

Unknown

Family Life: Using Premarital Agreements as a Teaching Tool*

Tommie Lawhon, Professor
Child Development and
Family Relations
University of North Texas
Denton, TX



Home economics teachers have a vital interest in the development of the family and are constantly searching for new ways of guiding students so that they can reap the greatest benefits in the future. We are in a position to help students recognize that marriage is a contract between two people and the state which brings with it responsibilities, obligations, duties, and rights.

Since marriage counselors have found that a common problem among married people is a feeling of being treated unfairly (Gass, 1974), premarital discussions and agreements may have a positive effect upon the marital relationship. Some findings indicate that shared and agreed-upon roles, values, and goals (Bowen & Orthner, 1983), and discussions of personal feelings and concerns (Jorgensen & Gaudy, 1980) prior to marriage have been related to marital satisfaction. Unhappy couples tend to hold unrealistic expectations about marriage (Epstein & Eidelson, 1981), and myths contribute to these expectations (Crosby, 1985; Larson, 1988). Certainly home economists help to dispel some of the myths and misconceptions.

The recognition of personal feelings is related to successful marriage, and individuals contemplating marriage can evaluate their suitability by openly communicating their needs and desires. Couples profit from devoting time to the discussion of roles, responsibilities, expectations, career aspirations, and their feelings about children (Gullotta, Adams, & Alexander, 1986).

Some students expect to live the life of Cinderella and Prince Charming; when differences arise, they can be devastating. Common sources of quarrels in marriage are related to money matters, different ideas on child rearing, sex, sharing of household chores, and leisure time activities. When there is too much conflict, dissatisfaction can result in both people feeling lonely, unhappy, misunderstood, rejected, and insecure (Havemann & Lehtinen, 1986).

The Changing World

Before entering into premarital discussions and agreements which involve many areas, including housework, child care, and employment, the growing trend toward the mother's employment needs to be considered. Half of all married mothers, 9.5 million women, are in the labor force. Of these, 2.8 million have children younger than age 2; moreover, 50% or more of all mothers with preschoolers are employed. Seventy-one percent of employed mothers with children under 18 work full time (Children's Defense Fund, 1988).

Dual-earner families are becoming the norm, and role overloads and strains are experienced by many households (Lawhon, 1984; Pleck & Staines, 1985). There are at least two possible solutions for this problem. One remedy for this time and energy bind is to hire household help, and a second is for both parties to share the total workload at home and on the job (Berardo, Shehan, & Leslie, 1987). Some solutions or ways to avoid this type of role overload could be negotiated before marriage and then renegotiated before and after the birth of a child.

Students need to explore new ways of planning to avert or remedy certain situations, and home economics teachers are in a position to encourage this exploration. Consider the growing number of problems associated with family life. Surely, some of these could have been avoided if more cautious premarital and marital planning had taken place. In certain cases, parties may recognize deep-seated problems that can affect marriage and family relationships. For example, one who was abused as a child is more likely to abuse, but by acknowledging and working through this problem, other avenues of behavior can replace the pattern learned in childhood. In 1986, an estimated 1.9 million children were reported abused and neglected. This represents

*A portion of this paper was presented at the Annual Conference of the Texas Council on Family Relations, April 1988, Houston, Texas.

more than a 50% increase since 1981. Abuse can be inflicted upon a child of any age, however, about 40% of those reported abused and neglected were of preschool age. Almost one-fourth were teenagers (Children's Defense Fund, 1988).

Problems and concerns centering around families seem limitless; however, with more realistic and attentive premarital planning and agreements, many hardships can be avoided. The growing number of homeless families with children, the increase in children being produced where the father is absent from the home, the continuing concerns centered around the collection of child support, and the growing number of families living below the poverty level are but a few of the reasons for using open communication techniques and mutual agreements before creating families.

The Purpose

The basic purpose of the inquiry from which this article resulted was to find teaching methods that could be used in an effort to improve a student's chances of having a satisfactory marital relationship. This could lower dissatisfactions, disillusionments, divorces, desertions, separations, costly mediations and legal fees, and fights over child custody, child support, and alimony.

Open discussions of potential responsibilities and an agreement upon acceptable ways of behaving could reduce marital failures and marital dissatisfactions. Some ways to achieve these goals are through acknowledging that marriage involves work, that fairness in marriage includes defining and observing each other's rights, and that the goal is to reach a level of agreement and practice that is acceptable to both. One method of recognizing and establishing these guidelines and specific points is through a premarital agreement (National Conference of Commissioners of Uniform State Laws, 1987; Texas Family Law Practice Manual, 1986).

There is a growing awareness that some agreements are needed before marriage. Between 1985 and 1987, 11 states adopted a "Uniform Premarital Agreement Act" (National Conference of Commissioners on Uniform State Laws, 1988). A premarital agreement is made by the prospective spouses whereby they agree to various provisions governing the marriage. Some items that may be included relate to household duties, allocation of household expenses, provisions regarding the location of the couple's home, terms defining the structure and extent of the parties' marital relationship, tax liabilities, preexisting debts, record keeping, disclosure during negotiations, independent counsel, insurance, and other matters (Ingram & Johnston, 1986).

Furthermore, Havemann and Lehtinen (1986) identified additional items where agreements could be reached. Some of these areas were career development, family ties, friendships, religion, responsibilities for each other's parents and other relatives, birth control, money management, infidelity, household tasks, and division of property in case of a divorce.

Other items that could be discussed are: maintenance of spouse and children, support of children by a previous marriage, property brought into and acquired during the marriage, and property rights upon the dissolution of the marriage whether by death, divorce, annulment, or declaration of voidness (Ingram & Johnston, 1986).

Individuals and conditions change, and adjustments and readjustments are necessary throughout the life cycle. Havemann and Lehtinen (1986) noted that the parties may want to set a time limit when the agreement expires unless both want to renew it, either in the original form or with revisions.

Reasons for Opposing a Prenuptial Agreement

A premarital or marital agreement will not necessarily be enforced in court. If there are concerns about how binding an agreement is or can become, persons must seek advice prior to the ceremony from an attorney who practices law in that state. It is wise to hire a personal lawyer or to postpone the wedding when there are feelings about fairness, even before the marriage.

Another disadvantage is the possibility that a premarital agreement may be too specific to allow for flexibility. When an agreement is confining in all areas, then the restrictions may lead to feelings of dissatisfaction, and hostility can result. However, an agreement that is too vague or totally flexible can be a waste of time.

Circumstances may change and one may be unwilling to modify the original plan. Conflict can result when one tries to live with an unworkable situation.

Whether this is a disadvantage or an advantage may be debatable, but some relationships will wither during the discussions intended to lead to premarital and marital agreements. Talking about the realities of marital relationships and behaviors can dispel a number of myths that certain engaged couples enjoy. Potential mates may decide that they are not ready for marriage because of the multiple responsibilities; others may elect to find someone with more similar expectations, values, and goals; and some couples may feel that they have a firm foundation for marriage.

Reasons for Premarital Agreements

Students will find that similar views will be easily recognized when discussing some areas relating to an impending marriage; however, when negotiations are

necessary and are entered into honestly and fairly, many differences may be resolved and compromises reached. Some areas to be discussed during premarital agreements in addition to those already mentioned earlier in the literature are reflected below:

1. To recognize joint and individual goals and priorities (Weitzman, 1981).
2. To provide one form of safeguard for individuals who are incompatible but may not realize it unless they sit down and put their feelings into writing (Sheresky & Mannes, 1972).
3. To develop a contract to meet the needs and preferences of both parties (Gullotta, Adams, & Alexander, 1986).
4. To establish proposed timing for life events such as marriage and education (Weitzman, 1981).
5. To agree upon the duration of the relationship as lifelong or renewed periodically (Weitzman, 1981).
6. To consider each person's assets, incomes, debts, and financial obligations, and to determine whether resources will be pooled or remain separate (Weitzman, 1981).

How Can A Teacher Help

Many activities can be used to increase the likelihood of having successful planning for premarital and marital agreements. Some classroom experiences that encourage students to recognize and discuss potential responsibilities that could reduce personal stress, marital failure, and marital dissatisfactions are offered below. These have been selected to complement the review of literature in this article.

1. An experienced attorney can talk with the class about contracts, premarital and marital agreements, and the legal implications of marriage and parenthood.

2. "How much can you afford for housing?" is a realistic topic to be presented by a realtor or by a banker. The local classified advertisements provide the information necessary to ascertain the cost of rentals, leases, and home sales. Students could compare the cost of housing to their potential earning power.

3. Guest speakers are good resources for presenting points on "How our lives changed during pregnancy and after the arrival of the baby."

4. "What if" games bring out feelings about home management and employment. For example, you and your mate are both employed full time and ride to and from work together. Upon arriving at home it is obvious that the floors need to be cleaned, dinner prepared, the dog fed, and the laundry run, but your mate sits down to watch three hours of television and expects you to do the chores. How do you feel? Did you have agreements about the division of household labor be-

fore you married? How will you handle these tasks: (a) when you are initially struggling to establish yourself at work, (b) when there is an infant, and (c) when there are two young children?

5. A spending guide or an annual budget is a beneficial tool for the class members to use as they work in small groups to determine how three couples, with very different income levels, allocate finances to meet needs and wants.

6. Effective communication skills can be observed through selected media and explained through mini-lectures which reflect the differences between aggressive, assertive, and non-assertive techniques. Assertive techniques are helpful when applied to problem solving, decision making, negotiating, and other methods of resolving or avoiding conflicts. Role playing may be utilized as a follow-up to illustrate the points clearly.

7. Popular television programs which are built around the family unit can serve to illustrate how family and parenting philosophies vary from individual to individual and from household to household. The "What if" game could be used by the students as they determine with which family they would most like to live, which family member they would elect to be, and why they made those selections.

8. Develop a time management plan for the couple in #4 above that includes leisure time spent together, time to be alone, time for utilizing stress-reduction techniques, and time to complete the work at home and on the job.

9. Comparisons of costs, quality, marketing, selection and care of food, clothing, automobiles, and other necessities might begin with student reports on student-selected items. Specialists can serve as invited guest speakers.

10. Popular sayings include "Birds of a feather flock together," "Like father, like son," "Like mother, like daughter," "Daddy's little girl," and "Mama's boy." Students could speculate on the possible impact that each saying may have upon relationships during dating and marriage. They can also explore why it is essential to become well acquainted with a potential partner's family and religious beliefs and practices before deciding or making a commitment to marry.

11. Students who develop short- and long-range personal, career, and family goals will have a framework for decision making. A kickoff for the unit could be a brief vignette that includes a breakdown of illustrative goals.

12. Characteristics associated with successful marriage, like compatibility, cooperation, similarity of values, and the timing of major life events, could be discussed. Methods of encouraging the healthy development of these areas and the value of premarital and

marital planning and agreements for the timing of major events like marriage and parenting may be explored.

Any or all of the twelve experiences listed above will lead to more realistic plans for marriage and family life. Communicating expectations and establishing areas of agreement are important to one's feelings of being treated fairly.

How can a teacher encourage the development of premarital or marital agreements? First, a teacher might discuss some pros and cons of premarital agreements. Then each student could develop at least four lists: one to reflect personal contributions in a marital and family relationship, one to note what will be expected of a mate, another to explore individual goals and priorities, and a fourth to recognize joint responsibilities. Once a list is complete, the students may move into small groups to share ideas and the teacher could direct the group discussion through pertinent questions.

Following the presentation of all four lists the students could develop a premarital agreement based upon their feelings. The agreements may be collected and analyzed for logical reasoning, sequencing of events, and other factors that serve as keys on which a meaningful unit relating to some of the realities of marriage and family living might be developed or continued.

Negotiating abilities are important in sharing views. Teachers can guide students as they develop negotiating techniques that may be used with peers, family members, and others. Some basic background on the art of negotiating is in the January/February 1988 issue of the *Illinois Teacher* (Lawhon, 1988).

Conclusions

Considering the high rate of marital failure and marital dissatisfaction, the time has come to encourage students to explore methods that can lead to a greater degree of fairness in marriage and a more realistic attitude about marital dissatisfaction. Only through communicating can individuals and couples share and agree upon roles, values, and goals which enhance the parties' chances of marital success. One method of reaching a consensus on many issues that would be acceptable to both is through premarital agreements. During these discussions there will be many opportunities to observe temperaments, negotiating abilities, and perceptions regarding families, careers, and other matters. This process can aid in dispelling some myths and unreasonable expectations which create conflict for the individual and the couple.

References

Berardo, D. H., Shehan, C. L., & Leslie, G. R. (1987). A residue of tradition: Jobs, careers, and spouses' time

in housework. *Journal of Marriage and the Family*, 49, 381-390.

Bowen, G. B., & Orthner, D. F. (1983). Sex-role congruency and marital quality. *Journal of Marriage and the Family*, 45(1), 223-230

Children's Defense Fund. (1988). *A call for action to make our nation safe for children: A briefing book on the status of American children in 1988*. Washington, DC: C.D.F.

Crosby, J. (1985). *Illusions and disillusion: The self in love and marriage*. Belmont, CA: Wadsworth.

Epstein, N., & Eidelson, R. L. (1981). Unrealistic beliefs of clinical couples: Their relationship to expectations, goals, and satisfaction. *American Journal of Family Therapy*, 9, 13-21.

Gass, G. Z. (1974). Equitable marriage. *Family Coordinator*, 23, 369-372.

Gullotta, T. P., Adams, G. R., & Alexander, S. J. (1986). *Today's marriages and families*. Monterey, CA: Brooks/Cole.

Havemann, E., & Lehtinen, M. (1986). *Marriage & families*. Englewood Cliffs, NJ: Prentice-Hall.

Ingram, D. O., & Johnston, D. A. (1986). Antenuptial contracts. In B. A. Kazen (Ed.), *Family law Texas practice and procedure* (pp. 10-1 - 10-73). New York: Matthew Bender.

Jorgensen, S. R., & Gaudy, J. C. (1980). Self-disclosure and satisfaction in marriage: The relation examined. *Family Relations*, 29(3), 281-287.

Larson, J. H. (1988). The marriage quiz: College students' beliefs in selected myths about marriage. *Family Relations*, 37, 3-11.

Lawhon, T. (1984). Work and stress: How do you help in the family? *Journal of Home Economics*, 76(4), 2-5.

Lawhon, T. (1988). Teaching students to negotiate. *Illinois Teacher*, 31(3), 134-135.

National Conference of Commissioners on Uniform State Laws. (1988). Pocket parts. *Uniform laws annotated*. St. Paul, MN: West, 9B, pp. 6-7.

National Conference of Commissioners of Uniform State Laws. (1987). Uniform premarital agreement act. *Uniform laws annotated*. St. Paul, MN: West, 9B, pp. 369-380.

Pleck, J. H., & Staines, G. L. (1985). Work schedules and family life in two-earner couples. *Journal of Family Issues*, 6, 61-82.

Sheresky, N., & Mannes, M. (1972). A radical guide to wedlock. *Saturday Review*, 55, 33-38.

Texas Family Law Practice Manual. (1986). Austin, TX: State Bar of Texas, Council of the Family Law Section, pp. 31.1-32.35.

Weitzman, L. J. (1981). *The marriage contract: Spouses, lovers and the law*. New York: Free Press. •••

Teaching Survival Techniques in A Changing World

Irene Storrer
Cimarron, KS



As teachers it is our responsibility to teach students skills which will enable them to survive in this fast changing world of ours. Because I believe this so strongly, I tell my junior high home economics students and their parents that our three goals for the semester are to learn to read and follow directions, to listen and communicate, and to cooperate with others. These are survival skills usable every day of their lives, important skills in helping them cope with the problems they face today and the problems they will encounter in future situations.

Home economics is an ideal class for teaching students to read and follow directions. My students begin by learning to name the parts of the sewing machine and how to thread it by reading the instruction book. Their first project is a simple football pillow with four seams. A simple sweatshirt or jacket is their second project.

I do not intend to make tailors out of these students, but I do want to teach them to read and follow directions. With this skill they can thread any sewing machine and even someday, if they desire, make a tailored suit. I tell their parents if they bring home a sweatshirt with one sleeve attached to the bottom, it's a sure sign they had problems reading and following directions. If the student brings home a completed, wearable sweat shirt, it's a bonus to our original goal of learning to read and follow directions. Learning to read and follow directions will not only help them thread a sewing machine, but it will also enable them to accomplish other tasks, such as turning on a computer

and running a computer program, or filling out an application form. Teachers won't always be there to help, and students must learn to be self-reliant.

I help my students accomplish our second goal, listening and communicating, by having them play with Tinkertoys. First I pair off the students and seat them back to back. Then I divide the Tinkertoys into numbered plastic bags, each containing exactly the same Tinkertoy pieces. One student begins to assemble his Tinkertoys. S/he is the communicator and is to tell her/his partner, the listener, how to put the Tinkertoys together. When the task is completed, the objects created should be identical. However, usually the two objects aren't exactly alike.

This activity gives us the opportunity to discuss the problems the students encountered in communicating. In our discussion students make such comments as:

"S/he didn't describe the pieces well enough."

"S/he called them all little round orange dealies."

"S/he talked too fast."

"I couldn't hear her/him."

"S/he didn't tell me left from right."

"Did s/he mean her/his left or my left?"

"It would be easier if we could ask each other questions."

After we've discussed these problems, roles are changed. This gives the listener a chance to become the communicator.

To supplement the Tinkertoy lesson, I use a paper activity to encourage good listening skills. One person is given a paper with geometric figures drawn on it. S/he is to describe the drawing, and the other students are to copy it on their papers, following his/her directions and asking no questions. The results are similar to the Tinkertoy activity in that the drawings rarely look like the original. By understanding the problems involved in communicating, the students learn to become better listeners and better communicators.

These activities lead naturally into our third goal: learning cooperation. No matter how good a communicator or listener may be, if one person doesn't choose to cooperate, the project can fail. Sometimes projects fail because one person doesn't understand how to cooperate. In order to cooperate the person must first understand the problem. S/he must then believe s/he can help, the instructions must be clear, and everyone must think of the other person as well as her/himself.

In one activity I use to teach cooperation, the class is divided into groups of five or six students. Each group is given a large box of Tinkertoys. The students are encouraged to listen to directions, to communicate questions and ideas, and to cooperate in accomplishing the task. The task is for the group to construct one continuous model of as many Tinkertoys as it can in 40 seconds. Each group is to post its goal and is given time before we begin to plan strategy, but it may not practice. Most groups end up with several small models instead of one continuous model at the end of 40 seconds. This is a good activity to repeat several times, allowing students to plan new methods of cooperation for reaching their goal.

This task is comparable to a business planning marketing techniques. The task force would read to see what marketing ideas had been used in the past, would listen and communicate new ideas, and would cooperate to create a new marketing strategy. If the students have difficulty in putting Tinkertoys together (and they do), how many more problems will they encounter in a real-life situation as they become business people?

Another activity I use to teach cooperation is called Cooperation Squares. Before beginning this activity, we discuss what people need to know before they can cooperate. I ask them these questions: Can a fan who hasn't practiced play on a football team? Can someone without medical training help a person with a broken leg? Can a person with no mechanical ability help people with car trouble? When we play Cooperation Squares, the students are placed in groups of five. Each student is given puzzle pieces that will form five squares exactly the same size when pieces are exchanged with others in the group. They are not to talk and may cooperate only by giving some of their pieces away. Not only must each student work to complete her/his own square, but s/he must also be keenly aware of the needs of the others in her/his group. Each student is dependent upon other group members to see what pieces s/he needs and to offer them so s/he may complete her/his puzzle. S/he must first recognize the other members' problems. Perhaps they don't have all the pieces they need. S/he then asks

himself/herself, "Can I help?" (only if s/he has the piece and wants to offer it.). S/he must follow the rules of the game: no one is allowed to talk, no one can take pieces away from a member, members can only offer pieces. Finally, s/he must think of the other person as well as her/himself. S/he knows s/he's taking a chance when s/he gives his puzzle piece away. Perhaps the other person won't give it back when s/he needs it. But if s/he doesn't do something to help the team member, the group could sit there forever, or another team could win.

After the students have assembled the squares, we discuss their feelings of frustration when one person held a puzzle piece another person needed to complete a square. How did they feel when a person withdrew from the group after s/he had completed his square? How can they use what they learned about cooperation with their families and friends, at school and later in business?

Summary

I have attempted to teach both individual and group skills which students may use to address questions such as these: How do I use a sewing machine or a computer? How can we fix a bicycle? Is this garment washable? How do we make pizza? What do I do on this test? What needs to be done? How can I help? What is the problem? What is my assignment? How can we help balance the family budget? What makes the music group produce a pleasing sound? How does the athletic department develop a winning ball team? What will build better families and school systems? What makes a business run smoothly? We read and follow directions, listen and communicate questions and ideas, and we cooperate with other individuals in the group.

Students begin by developing individual skills and ideas. They start by reading and following directions. They expand into listening to others and developing good communication techniques. They cooperate with each other for the benefit of themselves and for the group as a whole. Students begin to realize the importance of working together, whether within families, between friends, as co-workers, with community members, or even on a national level. •••

Content Analysis as an Innovative Teaching Technique for Home Economists

Paula W. Dail
Co-Director and Leader
of the Research Program
Virginia Polytechnic Institute
and State University
Blacksburg, VA



Introduction

Although the term content analysis is only about 50 years old, the concept itself has roots that go back to the beginning of our conscious use of symbols and language. Gradually, as magical interpretations of symbols were replaced by more systematic efforts to understand the use of language and characterizations as a means of communication, a method for accomplishing this task evolved. Today, the concern for symbolic phenomena has been institutionalized in literature, mass media, education, academic disciplines, practical pursuits such as political analysis, and so on. The primary concern of all of these is the function and effects of the use of symbols, constructed meanings, and messages upon human behavior.

As a result of massive advances in technology, the average individual is bombarded with various kinds of messages from a wide variety of sources. Some have argued persuasively that this intensive exposure to vast amounts of information often surpasses the human capacity to readily absorb, process, and understand the full meaning of the message (note: for a more comprehensive discussion of this issue, see Dail, 1987). However, a reality of today's world is that it is possible to saturate our environment with information, accurate and inaccurate, good and bad, and needed and unnecessary. Under these conditions, individuals often receive more information than they want, need, or is useful to them. Thus, it is appropriate to devise some technique to assist in managing the messages that are received. Home economists who, more than in any other discipline, teach about managing family and individual life in today's more complex world, will find the use of content analysis an effective teaching tool.

Content Analysis as a Teaching Technique

Because it permits meticulous inquiry into the complex structure of both written and verbal communication, content analysis is one technique for processing the information that is presented. As the methodology has become more sophisticated, it has taken on greater significance as a technique for educating individuals about the subtle messages which flow through everyday life, primarily from the mass media. Becoming skilled in content analysis enables one to develop very useful critical thinking skills which act as a filter through which information may pass. In this way, it is possible to more fully understand the messages which are being received, and thereby avoid being victimized by incorrect, inaccurate, and unnecessary information.

The technique is particularly useful with socially disadvantaged groups, who may be particularly vulnerable to misinformation which may be forthcoming through various media forms, particularly television. These are individuals who commonly lack sufficient personal resources, such as education and money, and may not have had opportunities to learn to make rational, thoughtful choices about managing the resources which they do have. This is a population which would benefit enormously by developing the critical thinking skills which content analysis as a learning experience can provide.

The Basis of Content Analysis

The foundation upon which content analysis is built is helpful background information for the teacher who uses the method in an educational setting. The technique began as a research tool for the social scientists, and thus, has a research basis behind it. This is briefly discussed in the following paragraphs.

Content analysis has been popular in the public domain for a long time, and is commonly used to decipher the meaning of information which appears in the mass media, particularly newspapers and television. Political analysts frequently use it to try to discover the real meaning behind public statements by candidates for public office, and even to predict election outcomes, based upon the nature of information which particular individuals are sending. However, its use within areas of academic inquiry and as an educative

tool is fairly recent, and has increased in popularity only as the methodology has become more precise (Dail, 1987). Most scientific, empirical research using content analysis methodology is relatively recent.

Krippendorff (1980) has written a seminal text on content analysis methodology, thus permitting the phenomenon to become science. In this volume, he provides a fairly comprehensive review of research using this technique. He fails, however, to address the usefulness of the methodology itself as an educational tool which assists in uncovering the subtle messages which are present in language and symbols. Because of this omission, many researchers using content analysis methodology have not interpreted the findings with an educative goal in mind.

More recent studies that have addressed the educational value of the findings from content analysis research include a study of prime time television portrayals of parenting behaviors (Dail, 1983; Way, 1982); prime time television portrayals of the elderly in the context of family life (Dail, 1988); and observations of the consumer content of prime time television (Way, 1982). In each case, the findings from these studies were interpreted with a view toward the implications for curriculum development and educational programs. Even so, the usefulness of the technique itself as an educational experience has been largely ignored.

Content Analysis Methodology as a Teaching Technique

Using content analysis as a teaching technique is a scientific endeavor which involves three logically separate activities: design, method, and interpretation of the findings. It is important to note at the outset that content analyses, like science, are rarely ever completed. Although a good design will, in fact, answer some questions, it should also pose new ones which should suggest further investigation. When using the technique as a teaching tool, it is important to approach the project with a scientific, investigative frame of mind, and integrate it into the curriculum in this light.

1. Design - The design of a content analysis project involves nine aspects. The most relevant ones for teaching include:

a. Applying a framework for content analysis. As with any scientific investigation which is motivated by a desire to empirically know or to better understand something, some framework for pursuing this end must be applied. Thus, the first step is to determine what the investigator really wants to know or find out.

Second, a decision about what sources of information would best help to answer the question is made.

For example, if one wishes to inquire into the nature of information being presented about family life for single-parent families, one would logically use data sources which contain information about various forms of family life, such as printed or broadcast media.

b. Searching for suitable data. The source of the information for a content analysis project must be relevant to the project. Using the example of family life for single-parents again, it would be pointless to examine sports magazines for the contents of messages about the child rearing styles in these families because the subject is not likely to be addressed by this media source. On the other hand, if one only wanted to know the frequency of the mention of single-parent families in popular magazines, it would be possible to randomly select from all popular magazines which are available, and examine these for evidence of the appearance of information about single-parent families. The important point here is that the source of the information must match the questions being asked.

c. Searching for contextual knowledge. In order to justify any interpretation of the findings of a content analysis project, it is critical to have some empirical knowledge about the data themselves and what they may be saying, in the context in the larger society. This permits the investigator to put the information from the study into a suitable frame of reference and make statements about what it may indicate. In other words, if one were to find a very high incidence of the appearance of information about single-parent families, one could conclude that single-parent families are regarded as being a significant portion of the population and an important marketing group for the media to target.

d. Developing plans for sampling. Once the information source has been identified, some systematic way of examining it must be devised. This plan has to be detailed and explicit so as to result in a procedure which is replicable and accurate. To begin, the entire universe of potential data sources is identified (for example, print media). From this, specific sources are determined, based upon some predetermined criteria such as volume of readership. Once having decided upon which printed media to use (e.g., magazines and newspapers) it is obviously necessary to impose further limitations on the sample because it would be impossible to examine all magazines and newspapers. The final sampling plan might be to randomly sample from the two national magazines having the highest readership in 1985 and from the Sunday edition of the three largest circulating newspapers in the country. The important key is to have some defined plan for obtaining the sample for the content analysis.

e. Coding the information. After having determined the question to be addressed and the sample from

which to draw, it is necessary to decide how to code the information. Categories of information must be chosen and defined. Those who will be collecting the information must be carefully instructed in how to do so with the least amount of error. In looking for messages about single-parent families, for example, it is necessary to decide what constitutes a positive message, a negative message, or a neutral message. Each coder must be in agreement about these definitions.

f. **Analyzing the information.** The information generated in content analysis is numerical data which are determined simply by counting the frequency of occurrence. Most often, data are analyzed using frequency distributions (which may include percentages, means and standard deviations). The techniques chosen to analyze the data depend upon the nature of the research questions being addressed. For ordinary classroom use, percentages and averages are sufficient.

g. **Quality standards.** The quality standards of a content analysis refer to the reliability and validity of the findings. Standards of validity are much more powerful than the standards of reliability, but both are important, and if reliability levels are low, then the validity of the data is questionable. It is important for the teacher to be mindful of these concerns even though it is not likely that a classroom project can approach the rigor of a true scientific endeavor in these regards.

2. **Methodology** - Ideally, the execution of a well designed content analysis project should be routine, following the research design already determined. In reality, some problems are bound to emerge, and most often these occur in the area of quality standards. If the validity and reliability of the data are below the minimum standards decided upon in advance, then the design must be modified, keeping the overall goal of the project in mind.

3. **Interpretation and Reporting** - This is an authoritative account of the project, describing what was done, why it was undertaken, what was accomplished, and what was learned. If the project has been designed as an educational experience, it is important to carefully discuss what was learned in terms of skills gained by the student which may be generalized to other settings (e.g., an ability to more carefully attend to the contents of messages without automatic acceptance of the message as true). This is also the place to determine what new questions have emerged from the findings of the project.

A Model for Designing a Content Analysis Project

A content analysis project can be an exciting and informative educational experience which will finely

tune one's critical thinking and analytical skills. In the space following is a brief outline exemplifying a content analysis project which would be suitable for and useful in an educational setting. To maximize the educational benefits, it is important that the teacher fully discuss each step of this model with the students.

1. Design

A. **The Problem and Its Context** - Today there is acute concern for the welfare of single-parent female-headed households, since more than half of families headed by females fall below the poverty line. Many argue that children in these families grow up disadvantaged for many reasons, chief among these being a lack of good parenting skills among single mothers.

It is commonly accepted that television is an important source of information about various aspects of life, including parenting. There are many family-oriented programs presented on television, and media research has suggested that many people use television as a model for behavior, particularly when the situation being portrayed is relevant to the viewer. Thus, it is appropriate to examine television programs for their portrayals of single-parent, female-headed families in order to more fully understand the messages about this lifestyle which are being sent to television viewers, particularly single-parent mothers.

B. **The Questions to be Addressed** - (Note: It is important to read about other studies on the topic which the project is designed to investigate prior to deciding upon the research questions, as the available literature on a topic can assist in clarifying appropriate issues to address.)

- a. How many single-parent, female-headed households are being presented on television?
- b. What is the parenting style of the single-parent mothers (e.g., authoritarian, authoritative or permissive)?
- c. What is the economic status of these households?
- d. What is the household composition of these families?

2. Method

A. **The Sample** - Prime time (8 to 11 pm EST) television programs meeting the following criteria will be examined for their portrayals of parenting styles of single-parent mothers:

1. program appears as a serial
2. program appears for at least 13 weeks
3. the central theme of the program is single parenting for females

All programs meeting these criteria will be content analyzed for 13 sequential weeks of the regular viewing

season. Summer reruns and commercials will not be included.

B. The Data Collection Instrument - An instrument will be developed which allows for recording of the program title and air time, the household composition (mother, number of children, other adults present), and economic status. Parenting styles will be defined by ascribing appropriate descriptors to the terms "authoritarian," "authoritative," and "permissive." For example, an authoritarian behavior might be described as harsh, cool, unresponsive, demanding, rejecting; while an authoritative parent might be seen as flexible, negotiating, expressive, firm but not demanding, etc. These descriptors are needed to insure that the findings are valid, and that the study is measuring what it intends to measure. Figure one is an example of a coding instrument which could be used for the type of study being described.

C. Procedure - Everyone who is doing the project will learn how to identify the appropriate programs on television, accurately define the households, and appropriately identify authoritarian, authoritative, and permissive behaviors. There should be at least 85 percent agreement among all who are working on the project as to the behaviors being coded. This procedure assures reliability of the findings. After it is certain that everyone is seeing the same thing, each person is assigned certain programs to watch for the 13 weeks of data collection.

D. Data Analysis - This project intends to describe the parenting styles of single mothers. It also identifies how many programs about single-parent, female-headed households are presented, and the economic status and household structure of these families. The data are nominal (real numbers) and are reported as averages and percentages as well as actual numbers. It is also possible to make some comparisons. For example, one could compare whether or not mothers are more authoritarian towards daughters than sons, etc.

3. Reporting

After the information has been collected and analyzed, the results are reported. At this time it is possible to make inferences about the findings, such as whether or not these messages are positive or negative (e.g., authoritative parenting is generally regarded as the most positive...if the predominant parenting style appears to be authoritarian, then the message about parenting styles of single mothers can properly be interpreted as negative), and whether the messages are accurate (e.g., does economic status and household composition accurately reflect the known social context of single mothers?). This process is generalizing from the actual information to the context in which it is seen, and allows for interpretation of the results of the study.

A second, important aspect of the reporting process is to interpret the findings for their educative implications. For example, if other single-parent mothers are seeing very authoritarian parenting styles being portrayed on television, are they likely to model this behavior in their own parenting? Is this information important to know when planning parent education classes specifically for single-parent mothers? Students should also carefully consider what they learned from the process of a content analysis. Careful attention should be directed toward the accuracy of the information as well as how the student interprets the information for him/her self.

CONCLUSIONS

The example of a content analysis project outlined in this paper is a very simple one. The process lends itself to much more sophisticated efforts to unravel the messages being sent through various media forms. More complex research designs which are properly constructed and executed can generate data that permit statistical analysis which will reveal comparisons, significant differences, and the discovery of even more complicated interrelationships among variables. However, as a classroom learning experience, the simplified version presented here is probably the most effective and easily undertaken, and the desired results, which include development of critical and analytical thinking skills among students, will be accomplished.

As noted earlier, the technique is particularly valuable when used among less advantaged student populations. These are persons who do not ordinarily have the needed family and social experiences which would foster critical thinking skills and enhance decision making processes. The teacher who is able to assist the students in fully understanding the process of content analysis as well as carrying through with a project as a learning experience will have given the students an invaluable life skill which will generalize to many situations and circumstances.

References

- Dail, P. W. (1988). Prime time television portrayals of older adults in the context of family life. *The Gerontologist*, 28, 5, 700-706.
- Dail, P. W. (1987, November). Technology and education: Some relevant philosophic considerations. Paper presented to the National Council on Family Relations Annual Meeting, Atlanta, GA.
- Dail, P. W. (1983). Possible television influences upon parental socialization: Implications for parent education. *Dissertation Abstracts International*, 44, 06-A.

Dail, P. W. & Way, W. L. (1985). What do parents observe about parenting from prime time television? *Family Relations*, 34, 491-99.

Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Beverly Hills, CA: Sage Publishing Co.

Way, W. L. (1982, July). The consumer content of prime time television: Implications for consumer educators. Paper presented at the American Council on Consumer Interests. Columbus, OH.

Figure 1: Coding instrument Single parent household project

Program Title	Coder:
Time (1/2 - 1 hour):	
Household structure:	
# male children	
# female children	
# adults	
Occupation of parent:	
Approximate socio-economic level:	
Parenting Styles: (Each time a particular style or behavior is observed, mark in appropriate box. Count ONLY behaviors by mothers toward their children. At end of each program, total each category)	
Authoritarian	
	total:
Authoritative	
	total:
Permissive	
	total:
Neutral	
	total
notes:	
...	

Tip-Offs to Quackery

FDA and the Council of Better Business Bureau provide these tips to protect yourself from quackery:

- Be wary if a product's label or advertising promises immediate, effortless or guaranteed results.
- Be wary of testimonials in ads or on labels from satisfied users. They rarely can be confirmed.
- Don't be taken in by a "money-back guarantee." A guarantee is only as good as the company that backs it.
- Be wary of promises that a product is effective for a wide variety of ailments.
- Be wary of promises of complete relief from pain.
- Don't be taken in by promises that a product offers a "cure."
- Watch out for claims that a treatment or product has been approved by FDA. Federal law doesn't permit mention of FDA in any way that suggests marketing approval for any drug or medical device.
- Don't give too much importance to the term "natural ingredients." The definition of "natural" is elusive, and the word is often abused.
- Look out for other misleading words such as "amazing," "secret," "miracle," "special," "vanish," "painless," "discovery," "breakthrough," "exclusive," "instant," "immediate," "quick," or "fast."
- If the product sounds too good to be true, it probably is.

Reprinted from:

FDA Consumer, Vol. 22 No. 6
Department of Health & Human Services
Public Health Services
Food and Drug Administration
Rockville, MD 20857

Building Self-Esteem in Middle School Students Through Home Economics and Industrial Technology

Marguerite Mellin, Home Economics Teacher
Beverly Forbes, Industrial Technology Teacher
Forest Park Middle School
Forest Park, IL



Marguerite Mellin



Beverly Forbes

Teachers have always played an important role assisting youth in developing self-concepts. It has only been in recent years that this facet of teaching has been acknowledged as part of the teacher's responsibility. (Beane & Lepka, 1984, p. 6)

A student's behavior, in school and out, is primarily determined by what s/he thinks of her/himself. What the student thinks of her/himself is known as self-esteem. Self-esteem is an abstraction, a mass of perceptions, something that is not easily defined.

Self-esteem and self-concept can be thought of as two different perceptions. In this paper we will discuss self-esteem. We feel there is a difference between self-esteem and self-concept. Self-concept refers to the description of self in terms of role and attitudes. It is not referred to as a positive or a negative. Self-concept is only a description of the perceived self and does not involve a value judgement. Self-esteem refers to the evaluation one makes of oneself; more specifically, the degree to which one is satisfied or dissatisfied with one's evaluation, either in whole or in part. For example, an individual describes him/herself as tall (self-concept), s/he then says s/he is either happy or unhappy with the self-esteem. Self-esteem judgements

are based on value indicators such as attitudes, beliefs or interests.

Investigations employing diverse tests generally indicate persons high in self-esteem are happier and more effective in meeting environmental demands than are persons with low self-esteem. We find that those students who exhibit low self-esteem withdraw from other people and show signs of stress. (Lounsbury & Vars, 1978, p. 19)

The idea of seriously trying to know oneself can be traced back many centuries in the history of music, art, literature, and other areas of the humanities. In recent years interest in self-perceptions has increased. This new movement is less concerned with the humanities; instead more emphasis has been placed on attempts to analyze the causes and effects of self-perceptions in terms of behavior, attitudes towards others, and achievement. It is the areas of attitudes towards others and achievement that I am interested in improving.

As educators we are charged with the task of helping young people experience healthy growth and development. Today we know this means more than just intellectual and physical growth. We must help develop ways of nurturing personal and social growth. An educational program without an emphasis on enhancing self-esteem is an incomplete program.

Junior high or middle school students are going through a period of drastic change in their lives. Mental and physiological changes are taking place through normal growth and development. Divorce, peer pressure, drugs and alcohol are but a few extraneous events that vie for attention during this stressful period.

Self-esteem serves as the basis of reality for the middle school student. It determines what s/he sees, experiences and perceives. Adolescents tend to see that which is consistent with their already existing concept of self. Once affirmed, the self-esteem becomes something of a screen or filter through which everything else is seen, evaluated and understood. There is a circular effect to self-esteem. It tends to maintain itself and reinforce its existence. For instance, a major problem often is a pupil's belief that he cannot spell. Rather than any inherent lack of ability to spell, be-

believing s/he cannot, s/he does not, and s/he avoids opportunities to try. This vicious cycle thus perpetuates itself. The same cycle can work in a positive way. If the self-esteem is a learned belief then positive self-esteem can be taught. This is a fundamental premise for middle school teachers who seek to guide youth in their quest for identity and maturity. Change comes slowly for those students with low self-esteem, but change does occur as conscientious efforts are made to facilitate successful experiences and to reinforce positive actions. Students who believe they can achieve are much more likely to succeed.

The exploratory areas of a middle school not only have the potential for numerous self-enhancing opportunities but usually include them. Home economics courses, often misinterpreted as simply sewing and cooking, usually include extensive work in family living, human growth and development, child care, human relations and nutrition. (Beane & Lepka, 1984, p. 91) Industrial technology deals with such topics as technology in American life, plastics, the metric system, wood fabricating and finishing, and home repairs. Home economics and industrial technology often emphasize creating projects, repairing clothing, care and use of appliances and tools, and the opportunity to survey career choices. Students have a chance to develop and use skills that are personally satisfying and sometimes economically rewarding in terms of part-time jobs. Once considered a dumping ground for those unable to do brainwork, industrial technology and home economics have a major role to play in our technological society (Lounsbury & Vars, 1978, p. 88).

Home economics and industrial technology are two disciplines that lend themselves extremely well to building self-confidence and self-esteem in everyday living situations. For example, learning to deal with their emotions through role-playing affords all students a safe means by which they can explore and practice coping techniques. Role-playing manners and behaviors suitable for a dance or a date can be a way to avoid some of the apprehension and concern most adolescents might have for these activities. Working through situations beforehand allows the student to see what behavior patterns work and which do not. When faced with the real situation, s/he feels more confident and self-assured. A home economics course can deal with many of these situations in a nonthreatening manner, yet afford the practice needed to gain the required skills.

Another aspect of the home economics curriculum that is particularly valuable for building self-esteem and self-confidence is in the area of decision making. Learning to make intelligent decisions is not an easy skill to master. One must work at it and practice! In home economics classes this process can be developed

and practiced under guided supervision. Decisions about project choice, materials, equipment and procedures can be made. The student can practice the decision process and see results in a short time. By using the decision model, a student learns to cope with problems and can then transfer this knowledge to other real life situations.

Another way that a student's self-esteem may be improved in a home economics class is through projects. As a student gains skills, s/he becomes more confident and feels good about her/himself. Carefully chosen projects allow every student to achieve success; sometimes in a group, as in a cooking class (being able to eat your project is very rewarding and satisfying), and sometimes as an individual, as in a sewing class where one is able to have a finished product to take home. Also, during the class time when skills are being learned and practiced students can help each other. Learning to help one another makes one feel s/he belongs!

Devising a curriculum that includes opportunities for the student to show his/her work to his/her family and friends builds esteem and makes the student proud of his/her achievements. Fashion shows, luncheons, parties, and displays are all ways of showing off finished work.

Adolescents need to feel that they can participate in the larger world as well as in a classroom. Projects can be made for donation to a hospital or other worthwhile causes. Making candy or cookies at Christmas time for food baskets helps give the satisfaction of contributing to society and less fortunate others. The student can feel a sense of pride that they can help others.

Many of the skills learned in home economics are life skills, skills that are needed to live in everyday life. Such things as learning to budget money, shop for food, prepare food, care for clothing, care for children, etc. are things everyone in our society must know. Families are not always capable of teaching these skills. A home economics class can teach many of these skills and allow the students to achieve success at practicing these skills needed for adult life.

One of the interesting facets of home economics education that is often overlooked in scholarly journals is the opportunity to learn skills that can be used for hobbies and as leisure time activities. Being able to make use of free time in interesting and exciting activities not only makes one feel satisfied, it also leaves one with a sense of well being.

Finally, a home economics education can also be used to train for job skills. The students practice how to set tables, prepare and serve food, clean up eating areas, safely store and preserve food and many other skills required of entrance level jobs in the food field. They may learn how to fill out a job application and

how to interview for a position. All of these skills will help to make a beginning employee ready and able to perform a job. The student has a chance to feel self-reliant and comfortable with an unknown experience before actually encountering the task.

Industrial technology and home economics are courses that blends learning and project work. A personal performance is demanded of each student. That performance may be solo or as part of a group.

The student's first experience in our industrial technology lab is one of skill building. Some students bring with them basic knowledge learned at home; these students come with positive self-esteem. It is these students who are likely to be chosen as peer teachers later in the term. Others who are not as fortunate and are frightened to use the tools in the workshop gradually begin to lose that fear as they observe others working safely with the equipment. No student is made to operate any tool that he does not feel comfortable using. As the students learn the safety rules and procedures they gain the confidence to use the shop equipment. They are very happy to relate the fact that they were able to help their parents make various repairs around the house. This not only builds self-esteem but gives them a preparation for the life skills needed in our society.

In the first class the students are allowed to choose their project from a list presented to them. That first project is one that is interesting to adolescents and teaches them basic skills using tools. The project may be a toy or game. Each selection affords the student the opportunity to personalize it in his or her own way. S/he may paint or woodburn his/her initials or a favorite rock group insignia or the project may be left plain; it is all up to the individual student. By allowing adolescents to make decisions and to receive positive feedback, positive self-esteem is enhanced.

A computer-aided design program is a popular project. This not only gives students who are interested in computers a chance to be creative but it also demonstrates the state of the art methods employed by industry in the field of drafting, architecture and industrial design. The finished printouts look professional. The student receives positive feedback not only from students but from family and staff as well. Comments like "You didn't do that, did you?" are not uncommon.

Students with low self-esteem usually avoid interpersonal contacts to insure that they do not get negative feedback regarding their perceived inabilities. A mass production unit is a good exercise for these students. In this project they must all work together. The members of each group are randomly selected. The group is then allowed to vote for officers in their company. A chairman of the board is selected, vice president and so on down the line. Stock certificates are then

sold to obtain capital; a project is selected and made and sold; and the dividends are distributed. Each student in the group has a specific job along with being on the assembly line. A student who shies away from responsibility is usually pushed by the others in the group. This activity allows the student with low self-esteem to receive positive feedback from his/her peers, it helps her/him identify a strength s/he may have and improve her/his own concept of self-worth. It puts her/him in a position where s/he must interact with others. A positive experience is usually gained by everyone involved in the group. This not only teaches self-esteem but helps explain the process of American industry and how the various jobs are interrelated.

One of the activities the students enjoy the most is one that involves giving. It makes the students feel that they are special. Each class designs and makes toys, games, puzzles, jewelry holders, pencil holders or any similar project. Each project is somehow personalized by the student craftsman. Those students who are better artists may paint or decorate the projects, those who are good at manipulating the power tools do the cutting, and the whole class gets totally involved. The students find their niche. This usually occurs around a holiday like Christmas, Hanukkah, or Easter. When the projects are all finished, bagged and tagged, the students go to the Shriners Hospital for Crippled Children and spend an afternoon with the patients. The students not only distribute the presents they have made but they make new friends and learn how some children their own age are coping with disabilities. Our students learn things through this project like self-esteem, a sense of giving to others, love and a sense of community. These are all important skills adolescents need in adulthood.

Schools should be concerned not only with academics but also with subjects that convey a satisfying lifestyle. It becomes the duty of every teacher to face his/her students with challenging situations and lead them not to a predetermined solution, but to their own. Industrial technology does not provide specific job or trade training, but provides insights into the processes, tools, and materials of American industry. Industrial technology is designed to provide orientation to modern industrial society and its problems through informative study and problem solving experiences. As with home economics, many of the skills learned in industrial technology can be used for hobbies and leisure time activities. These activities enhance the quality of life and make one feel self-satisfied.

Some of the most important functions of a school today are those that may be emphasized the least. The traditional focus around academic disciplines does

(Continued on page 67.)

SUPERMARKET SAFARI

Tracking Down Good Nutrition in the Grocery Store

Darlene Gubser
Barbara A. Holt
School of Vocational Education
Louisiana State University
Baton Rouge, LA



Darlene Gubser



Barbara A. Holt

Foods classes hunting for good nutrition should find fair game in the local grocery store. Clues to nutritional quality can be spotted on food labels by students who see with trained eyes. The Food and Drug Administration requires that every food label must state:

- a. the common name of the product,
- b. the name and address of the manufacturer, packer, or distributor,
- c. the net contents in terms of weight, measure or count, and
- d. the ingredients in descending order of predominance by weight.

Additional information on serving size, portion, calories, protein, carbohydrate, fat, vitamins and minerals must be given on the label if any nutrition information or claim is made on the food package.

In 1979 the U.S. Department of Agriculture and the U.S. Department of Health and Human Services devised a list of nutritional recommendations for Americans called the "Dietary Guidelines for Americans." These are:

1. Eat a variety of foods daily.
2. Maintain a desirable weight.
3. Avoid too much fat, saturated fat and cholesterol.

4. Eat foods with adequate starch and fiber.
5. Avoid too much sugar.
6. Avoid too much sodium.
7. Use alcoholic beverages only in moderation.

A grocery store tour can help students learn to track down information needed to follow these guidelines. By following a trail through six food areas--meats, breads, cereals, oils, dairy products and frozen convenience foods--students can learn to spot the best nutritional trophies.

Meats: Fresh meats and poultry do not contain itemized labels that can be examined by the student, so the instructor needs to point out the different cuts of meat and their fat contents. Good meat choices would be lean, well-trimmed cuts of beef, veal, lamb and pork with little marbling; chicken and turkey without the skin, or ground turkey, which contain only 15% fat; and fresh fish. Shrimp and crawfish are high in cholesterol, so these should be limited. Other sources of protein, such as dried beans and lentils and soy bean products, may be tracked down in other parts of the store such as the cereals section. Only six ounces of protein a day per person is recommended. Students may check the weight of a package of meat and decide how many people it will serve.

Breads: In touring the bread aisle, point out that just because a product is labeled whole wheat bread, it does not mean that the product is high in fiber. Keep an eye out for labels that say stone ground wheat, cracked wheat, or wheat bran to spot breads high in dietary fiber. English muffins and pita bread are among the low-fat bread choices.

Cereals: Breakfast cereals are a source of B vitamins and fiber. Oat bran is a popular cereal due to its link to lowering blood cholesterol levels. The cooked oat bran and oatmeal cereals contain the highest quantities of oat bran. Good breakfast cereal choices should be low in fat--less than one gram per serving, which is about 1/4 teaspoon--and high in fiber. Two to three grams of fiber per serving is good--four or more grams is excellent.

(Continued on page 67.)

Marketing Home Economics: Let's Stop Assuming and Start Selling

Machelle Bonde
Home Economics Education
Department
South Dakota State University
Brookings, SD



Recently a great deal of attention has been given to the image of home economics, and the content and validity of home economics curricula has been questioned. As our nation strives for excellence in education and a "back to the basics" approach, there have been fears that home economics programs might be eliminated. There has been a substantial increase in required courses for high school students. These requirements have left students with very few elective choices in their secondary plans of study. This situation has led many schools to become selective in their elective course offerings.

During the past few years, I have given some thought to my future as an instructor of home economics and the future of the course of study I hold so dear to my heart. I have always believed that since the life skills I am teaching are important and relevant to today's youth, no board of education would ever consider eliminating them. I discovered, however, that there is one major flaw in this line of thinking. I have my curriculum, ideas, and philosophies so clearly in mind that I tend to assume that others know and understand my program and its importance as well as I do. I assumed that after thirteen years in the same school system, everyone in the community knew why my home economics program was all about. I had made an incorrect assumption.

I revise all of my courses each summer to keep them current and relevant to today's lifestyles. I assumed that their content communicated their value. I assumed that because my carefully prepared plan of study, including my conceptual outlines and task competency lists, was on file in the school office, the board members and administrators had carefully stud-

ied it. By keeping my course content and my plans current, I believed that I was communicating and portraying a positive image that would demonstrate the validity of my program. These were all incorrect assumptions. I have learned that we must verbally communicate about our programs directly to others if we want them to receive an accurate message.

Our board of education, faced with enrollment declines and a tightening of the budget, decided to review the programs and curricula in our school system. One by one each department was given a chance to meet with the board of education and administration to explain its course of study.

As I started thinking about how I might present all of the important concepts I cover in my home economics courses, I realized that I had probably been assuming too much and selling too little. I was suddenly faced with the need to prepare a thirty minute presentation which would cover the important concepts from each course I teach. This seemed to be an impossible task.

I was certain of one fact. I needed an absorbing presentation to which board members could relate based on their diversified life situations. I reviewed my conceptual outlines. I realized that it would be impossible to cover everything I teach in all of my courses in thirty minutes. My husband, a marketing instructor and professional sign painter, assisted me in narrowing down the concepts to issues that could easily be understood by those without a home economics background. He helped me develop a marketing strategy for my program emphasizing the life skills through a series of posters. Each poster presented a series of questions. My goal was for each of the board members to answer "yes" to every question. After reviewing the question, I discussed how my classes address these issues.

The questions I selected to emphasize the importance of my program were simple, but important. (In fact, perhaps the simplicity was the reason I had assumed that the administration and board of education knew the contributions home economics could make to students' educations and lives.) The questions I presented to the board members are listed below:

7th Grade Skills for Adolescence

Have You ever:

- lacked confidence?
- set goals?
- lacked self-control?
- made a decision?
- experienced a family concern?
- worked with peers?
- needed to communicate your feelings?
- explored your potential?
- made decisions about alcohol, tobacco, and other drugs?

8th Grade Home Economics

Have you ever needed to:

- be a wise shopper?
- know your rights?
- schedule your time?
- manage your money?
- conserve resources?
- select and care for clothing?
- care for your home and keep it safe?
- hire a qualified, responsible person to care for your children?
- use equipment and appliances?
- know what foods are good for you?

Home Economics I

Have you ever needed to know about:

- leadership roles?
- planning your career?
- high tech equipment?
- making choices and setting priorities?
- making responsible teenage decisions, such as those related to dating, pressures, sex?
- financial decisions?
- caring for young children?
- furnishing a room?
- planning space and storage needs?
- planning and preparing a family meal?
- the future?
- interpreting a direction sheet or recipe?
- repairing your clothing?

Relationships

Have you ever experienced:

- communication problems?
- stress or depression?
- the need to improve yourself?
- love?
- marriage?

- pregnancy, childbirth, and parenting?
- a lack of money?
- a family crisis?
- concern for today's families?

Have you ever attempted:

- using a budget?
- using credit?
- setting up and managing your first home?
- managing your energy between home and work responsibilities?
- working with a child or adult with special needs?
- coping with new trends and technology?

Housing and Home Furnishings II

Have you ever:

- rented, bought, or built a home?
- read a blueprint?
- purchased and used major appliances?
- furnished your home on a budget?
- experienced home maintenance problems?

Textiles and Clothing II

Have you ever needed to:

- purchase clothing for your family?
- have clothing altered?
- have a cost-effective wardrobe?
- make a good first impression?
- dress for success?

Food and Nutrition II

Have you ever had to:

- plan and prepare meals for your family?
- simplify meal preparation?
- safely store or preserve food?
- save money at the grocery store?

Healthy Lifestyles

Have you ever been concerned about:

- your health?
- exercise?
- nutrition?
- weight control?
- what food to eat?
- food quackery?
- substance abuse?
- current nutritional issues, such as fat and cholesterol, fiber, sodium, caffeine, or supplements?
- diets for special groups, such as the elderly, children, or athletes?

Have you ever felt the need for personal skills for living in today's complex and fast-paced society?

I also felt it would be important for each board member to have information to take home with them, so I prepared packets for each of them. These consisted of abbreviated conceptual outlines for each course that I teach. I color-coded each outline, so they could easily see how the basic skills provided by home economics apply to other areas such as social sciences, science and health, math, reading and writing, and oral communication. For example, the studies of food preservation, and alcohol, tobacco and other drugs were coded for the application in science and health. The studies of marketing and budgeting the food dollar and using credit were coded for their relationship to math.

I also stressed the importance of integrated Future Homemakers of America activities to make home economics learnings come to life. I shared my students' experiences in applying child development and foods and nutrition learnings as they developed and taught lessons on nutritious snacks and safety to elementary students as a Future Homemakers of America project.

The end result of this challenging, yet rewarding, experience was an informed, impressed and supportive board of education and administration. I am convinced that home economics teachers need to stop assuming others know what we teach and start selling our home economics programs. When we take the time to communicate about home economics, it can sell itself. •••

(Continued from page 63.)

not adequately reflect the varied purposes of an education, in particular those dealing with personal development and socialization.

Both industrial technology and home economics courses can offer much in this area. They can contribute to establishing well developed individuals who have pride in their work, and who can contribute successfully to our society.

References

- Beane, J. A., & Lepka, R. P. (1984). *Self concept, self-esteem, and the curriculum*. Boston: Allyn and Bacon, Inc.
- Lounsbury, J. H., & Vars, G. E. (1978). *A curriculum for the middle school years*. New York: Harper and Row. •••

(Continued from page 64.)

Oils: The total fat consumed daily should be about 30 percent of the caloric intake. Of this, about ten percent should come from saturated fats, less than ten percent should come from polyunsaturated fats, and the remainder should be monounsaturated fats. Examples of saturated fats are palm oil, coconut oil, and solid shortening. Polyunsaturated fats include corn, cottonseed and soybean oils; and monounsaturated fats include olive and peanut oils. Safflower, sunflower and corn oils are good choices. All oils contain the same amount of calories. Some olive oils are marketed as "light," but this refers only to the color of the oil.

Dairy Products: When a product is labeled "light" in the dairy section, such as "light sour cream," it indicates that the product is lower in fat than the normal product. Skim or 1 percent low-fat milk are excellent choices for milk. Yogurt and skim milk are good sources of calcium. To reduce fat intake, however, it is best to select low-fat or non-fat yogurts. Low-fat cheese choices are 1 percent cottage cheese, skim-milk ricotta, skim-milk mozzarella, and other "light-line" cheeses. Limit the use of cheddar, American, Swiss, Muenster, cream cheese, and Brie. Use these cheeses only for a meal, not a snack.

Frozen Convenience Foods: These foods are usually very high in sodium and should be limited in the diet. The recommended daily sodium intake is 1,100 to 3,300 milligrams. Many frozen dinners contain 1,000 or more milligrams of sodium per package. A few of the "light line" entrees have sodium levels between 500 and 700 milligrams, but it must be pointed out that these are only entrees and the students will need vegetables, fruits and bread along with the entree to make a balanced meal.

Other points of interest to be noted during the supermarket safari are that items labeled low in cholesterol are not necessarily low in fat--peanut butter and potato chips are examples. Air-popped popcorn is the best choice of popcorns--many microwave popcorns are packaged in saturated fats, so examine the labels closely. Sorbets and fruit ices are the best choices for frozen desserts because of their low fat content.

A tour of the neighborhood grocery store can be an effective way to track down the nutritional quality of foods. But the supermarket can be a jungle for students who do not know how to look for clues. The home economics teacher can be a good safari leader and point out ways for students to get on the right track for good nutrition! •••



Inductive Teaching: A Strategy to Teach Housing Concepts

Deborah G. Wooldridge, Assistant Professor
Home Economics Education

Marge Sebelius, Instructor
Housing and Interior Design

Susan Ross, Graduate Assistant
Home Economics Education

Southeast Missouri State University
Cape Girardeau, MO

Educating students for the 21st century will require that they be taught independent, higher order thinking skills through the use of cooperative and active learning (Task Group on General Education, 1988). The development of these skills will facilitate formal operational thinking in students. Therefore, teachers need to develop an awareness of how students come to understand, interpret, and integrate ideas (Thomas, 1987). The development of these skills and abilities in students will enable them to be lifelong learners.

According to Piaget (1952), formal operational thought is characterized by the ability to think abstractly, and move from concrete to abstract thought. Students who think at this level are able to think in terms of "what if." They are able to see a variety of solutions and are able to use hypothetical reasoning.

Students cannot develop formal operational thought processes through the use of dialogue, questioning, and verbal expression. However, much of what takes place in the classroom is the teacher talking to the students with very little time allowed for the students to respond verbally. Paul (1984) expressed the need for teachers to explicitly teach students how to develop and express opinions and this is best done through the use of dialectic skills.

One strategy which teachers can use to facilitate the development of formal operational thought is the inductive teaching model developed by Taba (1967). The inductive teaching model used reasoning from which general principles are derived from particular facts or instances. Taba's model develops inductive thinking processes through three stages: con-

cept formation, interpretation of data, and application of principles.

During the concept formation stage, students develop a general idea or understanding which encourages the development on conceptual skills. The teacher uses techniques such as listing, grouping, and categorizing to encourage concept formation. The second stage allows students to begin interpreting and generalizing information. The teacher facilitates this stage by asking questions and engaging in dialogue with the students in a cooperative learning setting. Finally, the students are ready to apply the learned principles to new situations. At this final stage, students begin to further develop formal operational thought by utilizing higher order thinking which is characterized by the ability to generalize from concrete to abstract situations.

The following is a sample plan for using the Taba model to teach about furniture styles. The same model can be used to teach concepts in foods, nutrition, child development, personal development, etc.

INDUCTIVE TEACHING MODEL

TOPIC: FURNITURE STYLES

GENERALIZATION: The design of furnishings reflects economics, social, political and religious influences of the culture of origin.

OBJECTIVES:

1. The student will identify furniture styles.
2. The student will be able to discuss the relationships between furniture styles and the economic, political, social and religious influences on the culture of origin.
3. The students will be able to predict the influence of the changes in the economic, social, political, and religious climates on furniture design.

STRATEGY ONE: CONCEPT FORMATION

Phase One: The teacher and students will enumerate and list information which is relevant to the problem.

Teaching strategy: The class will brainstorm the following question: What political events do you think of in relation to these countries and periods:

Italy, England, Ancient Egypt, France, Middle Ages, America, and Spain?

Write each term on newsprint and record student responses to each term. Next, ask the students to name significant historical events and record the responses.

Phase Two: The teacher will guide students in grouping information with similar characteristics.

Teaching strategy: Provide students with pictorial examples of furniture styles related to the terms used in Phase One. Students will then be asked to place the examples beside the term they think best fits the furniture style.

Phase Three: The students will begin labeling and categorizing information which reflects characteristics of all items in the group.

Teaching strategy: The teacher will use a questioning strategy to probe the students' level of understanding, how they interpret information, and how they are integrating learning. Suggested questions:

1. Why do you place the (pictorial) examples in these categories?
2. What similarities do you notice among the examples?
3. Why do you think all of the items belong where you placed them?
4. Why are these categories appropriate/inappropriate?
5. What similarities do you see between what you listed on the newsprint and the examples?
6. Are there any examples you would like to change?

After the questioning strategy and discussion, allow the students to open a textbook that has examples of furniture styles. Ask if their categorization agrees with that in the book. How are they alike or different and how they account for the outcome.

STRATEGY TWO: INTERPRETATION OF DATA

Phase Four and Five: The students will be able to identify and explore critical relationships among the examples.

Teaching strategy: The teacher will use the questioning technique to probe students' critical thinking abilities. Suggested questions:

1. What similarities do you see between what you have listed on the newsprint and the (pictorial) examples?
2. What similarities do you see among the groups?
3. What differences do you see among the groups?
4. What kinds of relationships do you see between history and furniture styles?

5. What evidence is there of relationships between religious events and furniture styles?
6. What kinds of relationships do you see between the political climate and furniture styles?

Phase Six: The students will begin making inferences by developing generalizations from the pictorial examples and discussion.

Teaching strategy: The teacher will utilize the questioning strategy to lead students to making generalizations related to the information. Suggested questions are:

1. What conclusions can you draw from what is listed on the newsprint and the pictorial examples?
2. What does this mean?
3. When you hear the terms related to furniture styles, what mental picture is created?
4. In what ways does the economic climate affect furniture design?
5. In what ways do social attitudes influence design?
6. In what way(s) is design influenced by beliefs and ideologies?
7. In what ways do religious values influence design?

STRATEGY THREE:

APPLICATION OF PRINCIPLES

Phase Seven: Students will predict consequences and explain unfamiliar phenomena by stating hypotheses on the generalizations or showing evidence of moving from concrete to abstract thought.

GENERALIZATION: The design of furnishing reflects economic, social, political and religious influences of the culture of origin.

Teaching strategy: The questioning strategy will be utilized again. Suggested questions:

1. What would happen to furniture styles if a law were passed which banned the use of wood in furniture construction?
2. Many furniture materials are petroleum based. How are families likely to be affected if the cost of producing furniture made of natural resources increases?
3. Taking current affairs into account, what changes might take place in furniture design by the year 2020?

Next, discuss the consequences of the changes on furniture styles and how these changes will affect the family.
(Continued on page 71.)

Clearing Up the Confusion About Cholesterol

Reprinted from:

Food Insight

International Food Information Council

Spring 1989

1331 Pennsylvania Avenue, N.W.

Suite 717

Washington, DC 20004

Cholesterol. The word conjures up images of arteries clogged with fat, prohibiting the passage of life-giving blood.

In an attempt to avoid this terrible fate, some individuals shun eggs, beef and other cholesterol-rich foods. But the specific degree to which *dietary* cholesterol raises *blood* cholesterol levels is not clear.

Further confusing the issue, professionals and the public alike often use the terms "dietary cholesterol" and "blood cholesterol" synonymously. What is the difference? Is it important? In its ongoing look at fat in our diets, *Food Insight* examines the confusion about cholesterol.

Blood vs. Dietary Cholesterol

Technically, cholesterol is not a fat, but rather a fat-like substance classified as a lipid. Cholesterol is vital to life and is found in all cell membranes. It is necessary for the production of bile acids and steroid hormones.

Actually, most of the cholesterol in the blood is manufactured by the body, usually about 800-1,500 milligrams a day, compared with 400-500 milligrams consumed daily by the average American in foods.

It travels through the blood via particles called lipoproteins—combinations of lipids and proteins. Too much cholesterol can build up in the blood and accumulate in the walls of the blood vessels, a condition known as atherosclerosis. This can ultimately reduce the flow of blood in major arteries.

Although high serum or blood cholesterol has been identified as one of the significant risk factors in the development of coronary heart disease (CHD), the cholesterol we eat—or dietary cholesterol—is just one factor influencing blood cholesterol levels.

And many experts say that's the case only for some people rather than the entire population. For others, the cholesterol content of the diet may have

little effect. As few as 10- to 20- percent of adults may actually experience lower blood cholesterol levels as a result of eating less dietary cholesterol.

In fact, for most people at risk, heredity is a stronger predictor of cholesterol levels than diet. Regardless of how little fat or cholesterol they eat, their bodies produce excess amounts of cholesterol that can spell trouble. Scientists may one day be able to identify a gene or phenotype that is carried by such "cholesterol responsive" individuals.

From a public health perspective, dietary recommendations from the government and most major health associations advise reducing dietary cholesterol as well as the total fat and saturated fat intake to control risk for coronary heart disease.

Coronary Heart Disease

Risk factors for CHD include some beyond our control—such as heredity, age, race and sex—as well as those which we can influence. For example, in addition to reducing high blood cholesterol levels, we can reduce our risk of heart disease by avoiding cigarette smoking, controlling high blood pressure, preventing obesity, getting adequate exercise and managing stress. For those with diabetes, controlling blood glucose levels also is important.

Blood cholesterol reflects the amount of three major classes of lipoproteins: very-low-density lipoproteins (VL DL), low-density lipoproteins (VDL), which contains most of the cholesterol found in the blood, and high-density lipoprotein (HDL). LDL seems to be the culprit in CHD and is associated with cholesterol deposits on artery walls.

In contrast, HDL is increasingly seen as more desirable. Recent studies indicate that the more HDL in the blood, the lower the risk for developing CHD. HDL apparently carries cholesterol out of the blood and back to the liver for breakdown and excretion.

Therefore, LDL is the actual target for cholesterol reduction efforts. But because LDL contains most of the cholesterol in the blood, total cholesterol is more easily measured as the first indicator of the relative risk for development of CHD.

The average level of blood cholesterol in the U.S. adult population is approximately 210-215 milligrams/deciliter (mg/dl). The National Heart, Lung and Blood Institute's National Cholesterol Education

Program (NCEP) classifies risk for heart disease based on total blood cholesterol levels as follows:

Under 200 mg/dl—Desirable
200-239 mg/dl—Borderline-High
240 mg/dl—High

NCEP recommends that individuals with cholesterol readings of 200 mg/dl and above—about half of all Americans—should have these readings confirmed through another test. Persons with borderline—high or high levels and having two CHD risk factors or diagnosed CHD, should also have their lipoprotein levels analyzed, particularly the amount of LDLs and HDLs.

All adults over the age of 20 with desirable cholesterol levels should have their cholesterol levels rechecked every five years.

Dietary Management

NCEP recommends dietary modification as the first treatment for elevated blood cholesterol. The recommendations are designed to reduce intake of saturated fat and cholesterol and to promote weight loss for those who are overweight.

NCEP recommends to first limit total fat to less than 30 percent of calories, saturated fat to less than 10 percent of calories and cholesterol to less than 300 milligrams daily—guidelines similar to those espoused by most health authorities today.

If that approach fails to reduce blood cholesterol after a six-month trial, NCEP recommends a harder line. Saturated fat is further decreased to 7 percent of calories and cholesterol dropped to no more than 200 milligrams per day for another six months. If LDL levels cannot be reduced, drug therapy may be tried along with continued adherence to the diet.

The Bottom Line

Although dietary cholesterol may not play the major role in the development of CHD as once thought, Americans are likely on the right track when consuming moderate amounts of high-cholesterol foods.

But perhaps the most important point to keep in mind when developing a plan to prevent CHD is that many factors are involved. And it's difficult to separate the impact of one factor from another. Alone, reducing cholesterol in the diet may have little effect.

The best approach to avoid America's number one killer appears to be: a well-balanced diet, plenty of exercise, maintaining proper weight, avoiding smoking and getting prompt, effective treatment of diseases such as high blood pressure and diabetes.

(Continued from page 69.)

Phase Eight: The students will explain and provide supporting evidence for their predictions.

Teaching strategy: Place students in groups and have them identify evidence that supports or negates a selected prediction. Then have them present the evidence to the class. A discussion will follow each presentation to help students clarify flaws in their logic.

Phase Nine: The students will verify the predictions.

Teaching strategy: During this phase, the teacher will help the students investigate political, social, economic, and religious trends to support their predictions.

Summary

The home economics profession has evolved from an interdisciplinary model. The curriculum being taught in the secondary classroom is also interdisciplinary in nature. The inductive thinking model in teaching can help students see interrelationships among subjects and between subjects and real life situations. If students are to be lifelong, global, holistic thinkers they must be able to see the interdisciplinary nature of knowledge.

SUGGESTED CLASSROOM REFERENCES for this lesson.

- Craig, H. (1987). *Homes with character*. New York: Lipincott.
- Lewis, E. L. (1987). *Housing decisions*. South Holland, IL: Goodheart-Wilcox Publishers.
- Whiton, S. (1974). *Interior design and decoration*. South Holland, IL: Goodheart-Wilcox Publishers.
- Sebelius, M. S. (1989). *Housing, home furnishings, and equipment*. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia.

References

- East, M. (1980). *Home economics: Past, present, and future*. Boston, Mass.: Allyn & Bacon, Inc.
- Paul, R. (1984). Critical thinking: Fundamental to education for a free society. *Educational Leadership*, 42(1), 4-15.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Taba, H. (1967). *Teachers handbook for elementary social studies*. Reading, Mass.: Addison-Wesley Publishing.

(Continued on page 78.)

The Issue of Curriculum Change in Clothing Studies

Susan G. Turnbull, Head
Department of Clothing & Textiles
Faculty of Human Ecology
University of Manitoba
Winnipeg, Canada

Introduction

Early in the twentieth century, English philosopher and educator Herbert Spencer (1905) posed the question: what knowledge is of most worth? The question continues to be a critical one for educators today. As knowledge changes and expands, the change itself is a dominant force that ensures a continuing difference in our lives. In the discipline of clothing and textiles, educators are cognizant of the need for change, and are constantly searching for ways of changing most effectively.

This paper explores issues relevant to change in the clothing studies curriculum. General educational change, home economics factors, and details of clothing studies content, teachers, and planning for the future will be discussed along with recommendations for teachers' involvement in curriculum planning.

Educational Change

Societal trends are recognized as influencing school curricula. Many authors agree that schools must be viewed as an integral part of the larger societal unit, and as such, curriculum perspectives must reflect society as society changes (Smith & Cox, 1976; Tyler, 1962, Van Til, 1974). However, some authors warn against placing undo importance on the need to reform for reform's sake (Winn, 1983).

The concept of change agents, first developed by Havelock in 1973, has meaning in the educational context. Agents of change were defined as individuals or groups of people with direct impact on educational change, being either inside or outside of the system. Goodlad (1975) build on Havelock's ideas by suggesting that schools themselves are agents of and for change.

In Canada, Leithwood (1982) examined the broad field of decision-making in curriculum. Initially he commented that agents of change, as single units, often do not have a complete conception of the change process. He brought together many theories to form a con-

ceptual framework of decision-making which would recognize the numerous incremental parts and stepwise progression of curriculum change. Within the framework he included teachers as agents in the educational system.

Relevancy of educational curriculum is championed by many education experts. Chan (1984) examined the Canadian situation and stated that curriculum can be composed of subject areas perceived to be relevant to the present and future needs of the learners. He acknowledged that questions such as who does the perceiving and who assesses the student needs must be addressed.

Several of the theories that place educational change in a futuristic frame are particularly relevant to this discussion. Tyler (1962) and Beck, Bernier, MacDonald, Walton & Willers (1968) described the importance of the relationship between societal trends and school curricula. Dyer (1984) and Gibbons (1984) identified the need for educators, especially teachers, to continually alter their performance vis a vis the "knowledge explosion" and changing social circumstance. And both Chan (1984) and Leithwood (1982) emphasized the requirement for relevant future change in education, reinforcing the premise that educational change should be examined within the larger context of general social change.

In addition to needed curriculum change, the recognition of the importance of teachers in the process is well documented (Chan, 1984; Common, 1983; Havelock, 1973; Hill, 1979). Research quantifying the perceived importance of teachers in the curriculum decision-making process was conducted in Ontario. Connelly, Kormos and Enns (1982) recognized the wide variety of sources of influence in the overall provincial curriculum establishment. While noting the great diversity in the data collected, their research showed that teachers ranked highest in perceived overall influence for both sample groups of teachers and administration-related personnel.

The importance of teachers in the curriculum sphere was underscored by Morris (1982), who reviewed much of the work of futures-related educational theorists. He summarized the findings, and noted that futures-related educational theory generally consisted of the change, conscious awareness, and cooperation. Morris agreed with Fullan (1982), who said that educators

should concentrate upon "designing a curriculum of change, not merely a changing curriculum."

Home Economics

Individuals making curriculum decisions in home economics have long been supportive of the need to be aware of general developments in education and of the primary importance of the changing socio-economic conditions that directly affect family units (Simpson, 1965-66). In 1962, Coon drew a U.S. national sample of schools to obtain up-to-date information about what home economics courses were being taught, where and how often, and the proportion of students enrolled in such courses. Hughes (1982) further examined the general shifts in focus and content following the publication of Coon's work, by comparing high school curriculum guides from the late 1950s and of the 1978-80 period. Hughes concluded that home economics curriculum had changed as a result of the differences evident in the surrounding environs reflecting employment changes, the movement from in-home production to mass production and marketing, and growing governmental involvement in the field.

In a national survey of Canadian home economics secondary school curricula, Peterat (1984) noted the great variety of emphases of the general course offerings. The goals in most of the provinces were shown to be directed toward the development of individuals and families via management, decision-making, or problem solving methodologies which were set in present day environments. As an illustration of this, Hames (1980), investigating the Ontario family studies curriculum, noted that change within the educational system happens almost automatically, even within individual classroom settings. From a list of subject matter topics obtained from the provincial curriculum documents, teachers selected topics which they would most likely teach. The topics represented content areas in which they had knowledge and confidence, thereby constantly changing the curriculum-in-action.

Recognition and reinforcement of the change and relevancy axiom was endorsed by the general profession in the Canadian Home Economics Association's policy statement and position paper, "Home Economics/Family Studies Education in Canadian Schools" (1985). In this document, home economics programs were defined as focusing on the family in its changing environment and as using teaching strategies which are relevant to all students.

Clothing Studies

The curriculum of clothing studies has been examined at the different levels of education at which it is offered. Within the post-secondary clothing and textiles community, the Association of College Professors

of Textiles and Clothing's Future Development Committee methodically examined futures issues at an initial Futures Workshop in 1983, and a subsequent series of regional workshops. Horn (1984) described the schema of the workshops as approaching the future by emergent design, which she defined as the encouragement of controversy, and exploration of many different alternatives to better our understanding of the possible family and societal actions of tomorrow. The workshops allowed for a listing of strengths, weaknesses, opportunities, and threats, but did not include an examination of what these elements might mean for future curricula.

Using a similar technique, Turnbull (1986) conducted a workshop with New Brunswick junior and senior high school home economics teachers. The results contained many parallels to those identified by Horn; the strengths and opportunities of secondary school clothing studies curriculum identified by the teachers included the field's content, provision of aid to student self-development, opportunities for new teaching milieus, and the use of technology. The weaknesses and threats were listed as general threats to the school systems such as underfunding and lack of support, disinterest of the students, and irrelevancy of the curriculum content. The overall results did indicate the willingness of teachers to be analytical in relation to the clothing studies curriculum.

The work of Peterat (1984) provides additional information on the various subject areas within Canadian secondary school home economics. She noted that in both specific clothing courses and those courses with clothing studies components, emphasis on clothing construction was predominant. In five of the ten Canadian provinces, courses were shown to deal exclusively with traditional topics of clothing studies: clothing construction, clothing care, design principles, and grooming. There was some evidence in the other provinces of innovative teaching approaches to these concepts, as well as some expansion of the field using sociology, history, and economics as base disciplines. Examples included the management of needs and resources approach used in Quebec, use of indigenous groups to study clothing practices and crafts in Nova Scotia, and a course relating to Canadian designers and the fashion industry in Alberta. Some change from traditional content then was evident, but the clothing studies change was not a strong national movement.

The issue of the over-emphasis on clothing construction techniques within all of the clothing studies content area has been debated throughout the home economics and clothing education literature. Courtless (1982) noted that the amount of home sewing which is done outside of school-related activities is decreasing in the U.S. Margerum (1981) explored the issue of over-

emphasizing construction, to the detriment of other clothing studies topics, in times of economic stress. She echoed Horn (1981) by stating that educators must constantly monitor current events, considering clothing curriculum while evaluating the events. Spitze (1983) believed that an emphasis should be placed on other things that are already taught in clothing construction classes, such as decision-making and organizational skills.

The concept of perennial practical problems as a vehicle from which to approach home economics was developed by Brown and Paolucci (1979). MacCleave-Frazier and Murray (1983) believed it possible to concentrate on the underlying principles and processes of the identified practical problems as they apply to clothing studies. They suggested a shift in the focus of teaching clothing studies at the secondary school level. They examined the need to consider clothing as a means of studying general issues in home economics and pointed out the importance of viewing clothing as a major factor in individual development, family relationships and processes, and inter-relationships between family structures and the societal environment. They also dealt with the place of clothing construction within this framework, positioning it as only one of a series of means to satisfy the clothing needs for family units.

In an attempt to utilize home economics teachers as agents of change in determining suitable clothing studies curriculum, Turnbull (1987) employed a futures approach to investigate the question of curriculum content. Respondents to a mail survey that was directed to all anglophone junior and senior high school teachers in New Brunswick (n = 116) were first asked to read a two page description of anticipated future change in education, home economics and clothing studies. The "futures stimulus" was set in a near future time frame of five to ten years hence. Provided with this encouragement to think about future curriculum matters, the teachers then responded to a series of scales designed to measure the desirability of certain clothing studies topics for inclusion in future provincial curriculum. Generally the results indicated that traditional topics of clothing study at the secondary level were viewed as maintaining their importance. It was interesting to note that "basic construction skills" was not placed in the most important rank of clothing topics to be taught, but rather in order of importance it fell below those of clothing care, clothing labels, and purchasing ready-to-wear. This provided evidence for the evolutionary process of curriculum development. Change in content was recognized by the teaching professionals as desirable; however the change was not so severe as to totally overturn the existing curriculum focus.

They perceived that home economics in general has a promising future as a field of study and clothing studies should retain its position as part of the field. In addition, there was strong evidence that teachers themselves recognized the importance of relevancy in the curriculum for today's students. But the concept of curricular relevancy was not considered a strength of the field, indicating a need for increased consideration of this element in planning for the future.

Conclusions

What important factors can be drawn from this literature overview? For teachers in general, the issue of change in education is pervasive. What the curriculum changes to, and how it is changes are questions that inspire no easy answers. Several theories of change that facilitate modelling exist, all of them having the common critical component of relevancy of curriculum content and a recognition of the need to place curriculum change within a futures time frame. Curriculum planners can not plan for today but must consider the needs of future individuals in society. Constant review, critical analysis and needs assessments must be conducted; forecasting skills must be developed to enable the development of suitable, relevant curriculum for tomorrow's students.

Teachers should consider themselves as important players in the curriculum change process. The agents of change concept means that teachers themselves have a powerful foundation upon which to develop or redirect curriculum content. More processes need to be made available so that teachers can become actively involved in curriculum development. Changing membership on provincial curriculum committees and enhanced interaction between junior and senior high school teachers will aid the profession in self-recognition of their power base as curriculum change agents.

Relevancy of curriculum demands an acute awareness of changing societal conditions on a local, provincial, national, and even international basis. Relevancy implies responsibility not only to social groups with vested interests in education, but more importantly it implies responsibility to the students as receivers, those individuals experiencing the curriculum content.

In clothing studies, the relevancy concept must be attended to on an on-going basis. Construction will not likely disappear from clothing studies classes in the near future, but these classes should encourage students to consider construction as only one means of satisfying clothing needs. Class instruction must make provision for accommodating topics such as purchasing ready-to-wear and exploring the growing influence of technology on clothing production, selection, and use.

References

- Beck, C. E., Bernier, N. R., Macdonald, J. B., Walton, T. W., & Willers, J. C. (1968). *Education for relevance*. Boston: Houghton Mifflin Co.
- Brown, M. A., & Paolucci, B. (1979). *Home economics: A definition*. Washington, D.C.: American Home Economics Association.
- Canadian Home Economics Association. (1985). Home economics/family studies education in Canadian schools. A policy statement and position paper. *Canadian Home Economics Journal*, 35, 116-119.
- Chan, T. V. (1984). Curriculum development for the classroom. A teacher's prerogative. *Education Canada*, 24(2), 31-35.
- Common, D. L. (1983). Who should have the power to change schools: Teachers or policy-makers? *Education Canada*, 23(3), 40-45.
- Connelly, F. M., Kormos, J., & Enns, R. J. (1982). Commercial and locally developed curriculum materials. In K. A. Leithwood (Ed.), *Studies in curriculum decision making*. Toronto: Ontario Institute for Studies in Education Press.
- Coon, B. I. (1962). *Home economics in the public secondary schools. A report of a national study*. Washington, D.C.: Office of Education.
- Courtless, J. C. (1982). Home sewing trends. *Family Economics Review*, 4, 19-22.
- Dyer, J. (1984). Deterrents to change. *Education Canada*, 24(1), 28-33.
- Fullan, M. (1982). *The meaning of education change*. Toronto: Ontario Institute for Studies in Education Press.
- Gibbons, M. (1984). Walkabout ten years later: Searching for a renewed vision of education. *Phi Delta Kappan*, 65, 591-600.
- Goodlad, J. I. (1975). *The dynamics of educational change: Toward responsive schools*. NY: McGraw-Hill Book Co., Charles F. Kettering Foundation Program.
- Hames, P. K. (1980). Development of an evaluation model for implementation of home economics subject matter in selected schools in Ontario, Canada. Unpublished doctoral dissertation, Texas Tech University, Lubbock.
- Havelock, R. G. (1973). *The change agent's guide to innovation in education*. Englewood Cliffs, NJ: Educational Technology Publications.
- Hill, J. W. (1979). Societal decisions in curriculum. In J. I. Goodlad et al. (Eds.), *Curriculum inquiry: The study of curriculum practice*. New York: McGraw-Hill Book Co.
- Horn, M. J. (1981). *The second skin* (3rd edition). Boston: Houghton Mifflin Co.
- Horn, M. J. (1984). Clothing and textiles: Future by emergent design. *Clothing and Textiles Research Journal*, 2(2), 1-6.
- Hughes, R. P. (1982). 25 years of high school home economics and a look ahead. *Illinois Teacher*, 25, 156-164.
- Leithwood, K. A. (1982). Decision making in planned educational change. In K. A. Leithwood (Ed.), *Studies in curriculum decision making*. Toronto: Ontario Institute for Studies in Educational Press.
- MacCleave-Frazier, A., & Murray, E. C. (1983). *Reconceptualizing the teaching of clothing consumer and homemaking programs: Implications for teacher preparation*. University Park, PA: Home Economics Education, The Pennsylvania State University.
- Margerum, B. J. (1981). The clothing scene - The teaching guide. *Journal of Home Economics*, 73(1), 45-47.
- Morris, G. B. (1982). A conceptualization of education in the future. *Canadian Journal of Education*, 7(2), 16-33.
- Peterat, L. (1984). *Home economics: A survey of provincial curricula at secondary level*. Fredericton, N.B.: University of New Brunswick.
- Simpson, E. J. (1965-66). Curriculum development in home economics education. *Illinois Teacher*, 9(1), 1-21.
- Smith, F. R., & Cox, C. B. (1976). *Secondary schools in a changing society*. New York: Holt, Rinehart, and Winston, Inc.
- Spencer, H. (1905). *Education: Intellectual, moral, and physical*. London: Watts & Co.
- Spitze, H. T. (1983). Curriculum reform and home economics or, what do we do now? *Illinois Teacher*, 27, 1-4.
- Turnbull, S. G. (1986). Using teacher self-analysis for curriculum change. The case of clothing studies. *Illinois Teacher*, 30, 36-37.
- Turnbull, S. G. (1987). Clothing studies in New Brunswick secondary schools: Teacher assessment of future content. Unpublished doctoral dissertation, The Ohio State University, Columbus.
- Tyler, R. W. (1962). Curriculum development and research. In P. L. Hosford (Ed.), *Using what we know about teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Van Til, W. (Ed.). (1974). *Curriculum: Quest for relevance* (2nd ed.). Boston: Houghton Mifflin Co.
- Winn, I. (1983). High school reform: Stuffing the turkeys. *Phi Delta Kappan*, 65(3), 184-18. •••

Suggestions for Extension Home Economists Programming At Congregate Nutrition Sites

Janette K. Newhouse
Resource Development Specialist
Virginia Cooperative Extension
Service
Home Economics
Virginia Tech
Blacksburg, VA



With the aging of the American population, older adults are becoming an increasingly more visible and significant segment of society. Evidence exists to indicate that the Cooperative Extension Service (CES) has taken note of this phenomenon (Van Horn, Heasley, & Preston, 1985) and is intensifying its efforts to design programs to address the needs of older clients.

One appropriate forum for bringing home economists employed by Extension together with older adults is the congregate nutrition site (group meal programs for older adults). The CES is one of the largest educational outreach organizations in the United States with a network of 11,240 agents in 3,150 counties across the nation (Warner & Christenson, 1984). To complement the pervasiveness of the Extension system throughout the nation, there are nearly 15,000 congregate nutrition sites in the country (U.S. Department of Health and Human Service, 1985). In addition to the nationwide geographical dispersion of these two networks, Extension involvement is suggested by Title IIIB of the Older Americans Act of 1965 that not only authorizes the Congregate Nutrition Services Program, but also provides for the inclusion of financial counseling, health education, and nutrition education (Ficke, 1985). Therefore, the opportunity exists for Extension Home Economists to provide information for older adults in these established areas of program expertise.

Despite the goodness of fit between the educational resources of the Extension Home Economist and the elderly participants of the Congregate Nutrition Services Program, traditional program delivery models are often inappropriate to older participants. As home economists prepare to target Extension's educational

programs to audiences at congregate nutrition sites some recommendations are offered. These suggestions are based primarily on the author's involvement in a national study of the role of CES in congregate nutrition programs (Newhouse, Scott, Hertzler, & McAuley, 1989) and a post-doctoral experience studying programs at multipurpose senior center in West Virginia (Newhouse, 1986).

Understand how the congregate nutrition sites in each community are organized. Research has shown that there is considerable diversity in the organization, operation, and programming at senior centers (Krout, 1985). They differ according to the chain of command; who makes the programming decisions; the hours and days of operation; the program format; when participants arrive, eat, and depart. Some centers are activity-oriented while others are primarily a point of socialization where elders come to visit, eat, and return home. Within other centers you might find both an activity and a socialization model operating simultaneously with perhaps a third group who attend but choose not to be actively involved. Visiting the center prior to program planning is a good way to observe the facilities, clients, and organizational format. If a visit is not feasible, certainly a conversation with the site supervisor to help you more clearly understand the operation is warranted.

Cultivate a positive working relationship with the Area Agency on Aging and other appropriate community agencies. Find out which organizations and agencies are involved in the operation of the community nutrition program, then make them aware of Extension's resources and interest in providing educational programs. It is not unusual for territory problems to evolve among agencies striving to serve similar clientele groups. Extension Home Economists need to emphasize that their service is the dissemination of research-based education--a service few other community organizations provide exclusively. Explore ways that CES can interact with sponsoring agencies to achieve common goals.

The Area Agency on Aging (AAA) is likely to be involved in the implementation of the nutrition pro-

gram because it is the agency designated by the Older Americans Act to develop a comprehensive and coordinated system to serve older individuals (Ficke, 1985). For this reason, it seems imperative that Extension Home Economists foster a positive working relationship with AAA personnel.

Find out what is unique about each audience. Research on senior center participants indicates that no congruent profile of center users versus non-users emerges with regard to sociodemographic indicators (Krout, 1987). Consistent with this finding, congregate nutrition sites are likely to include a heterogeneous group of older people. Even among people who live in close geographic proximity, people of different educational levels, different levels of functional abilities, various ethnic and racial backgrounds are likely to be attracted to the center. Without losing sight of individual differences, it is useful to look for some commonalities among the participants. Do they all reside in the same housing facility? Are they primarily female? Are many participants victims of the farm crisis? Do they live in an economically depressed region? Are there certain cultural or religious values that permeate the community? Understanding the basic similarities and differences among the older persons who participate will enable the educator to target programs to client needs.

Target program topics to the needs of the client. Ralston and Griggs (1985) found that a major obstacle to senior center utilization was the lack of interesting activities. To reiterate a previous point, consider the heterogeneity of the subgroups served by the center and plan programs accordingly. Consider cultural and regional values, religious differences, racial and ethnic norms and preferences as well as diversity in economic resources and living arrangements. For example, a program on vegetable gardening may be appropriate to a rural audience while it is of limited interest to a group of city dwellers residing in a high-rise apartment facility. Remember that it is inappropriate and often offensive to try to impose middle class values on elders who may have a different background and set of values. Design learning experiences that respect the uniqueness of each elderly participant.

Don't assume that each congregate nutrition program client is willing to participate in the educational effort you are promoting. Even when the educator makes a concerted effort to involve the facility staff and participants in program development, there may be individuals whose needs are not met by the program being offered. Often in senior nutrition programs there are persons whose physical or mental limitations make

them poor candidates for program participation. Others are limited by sensory deficits that make hearing and/or seeing a presentation difficult. If reading is a requirement those with low literacy skills may opt out. Some older persons who have been out of school for many years are uncomfortable in a classroom setting and others may simply not be interested in the topic. By accepting that not everyone will participate in the program, the home economist can avoid being offended by those who choose not to participate. Perhaps the home economist could announce, "There will be a video and discussion on reducing sodium in the diet. Everyone who wants to participate meet in the rear of the room in five minutes." It is better to have a few participants who are interested than a large group of disinterested and uncomfortable older people.

Plan presentations that are short, visually stimulating, and do not interfere with the meal. It is just as important to plan short programs as it is to make activities interesting and relevant. Segments longer than 15 to 20 minutes may be too long to command the optimal attention of older audiences. If the pace of the program is inappropriate or the delivery is unstimulating, then it doesn't matter if the subject is targeted to the needs of the audience and other details are carefully designed because the older adult's attention may be focused somewhere else. Consider energizing programs by making them highly visual through the effective use of color and motion. Perhaps a puppet show, colorful posters, a well-designed exhibit, or a flannel story board might be strategies to capture the attention of audiences while imparting relevant information.

Another important consideration with regard to timing is the scheduling of educational efforts so they do not infringe on mealtime or other planned activities (e.g., the arrival or departure of center vans and buses). Remember the meal and the accompanying socialization are the primary agenda for many of the elders attending the center; all other activities are peripheral and secondary in importance.

Plan activities that have a beginning and an end. Home economists often feel frustrated by their involvement in congregate nutrition service programs because their efforts seem fragmented and difficult to evaluate. One way to make program involvement more meaningful is to play sequential learning activities that last for a specified period of time. For example, the Extension educator could design or adapt a six-session program on healthy eating for older persons and market it to senior centers throughout the county or city. By taking such a proactive stance, the home economist can avoid the reactive mode of responding to numerous calls to "come to the center and present a program on

anything." Although these encounters often foster positive agency relations and sometimes quality programs, the results of such sporadic efforts are difficult to evaluate in order to determine program impact. Furthermore, when the educator becomes less reactive to the demands of others, s/he can more effectively manage scarce resources. For instance, the home economist can use a similar set of lesson plans for multiple audiences. S/he can also design an evaluation strategy to help assess the impact of the program. Other advantages to having a series of lessons are the opportunity to establish rapport with the audience and having an end point so the educator knows the program is over and that it is time to collect evaluation data.

Consider roles other than teaching. Extension home economists have resources to offer the Congregate Nutrition Program other than direct teaching of program participants. Some potential roles are advisory committee member, volunteer coordinator, teacher trainer, staff training, program developer, and program evaluator. Some other ways to disseminate research-based information to senior center participants are newsletters, video tape presentations, bulletin boards, teaching placemats, a question box in which clients place nutrition or consumer questions for the home economist to respond to, or word activities such as crossword puzzles, matching and word search activities.

Many opportunities exist for CES to provide valuable educational services to elders at congregate nutrition sites. The challenge is to be creative as you endeavor to maximize your efforts with this important clientele group.

Summary

Based on this author's experience in study participants at congregate nutrition sites and in surveying Extension Home Economists to determine their role in programming for this client group, these suggestions are offered to guide CES professionals in delivering programs targeted to the unique group of elders being served. For too long we have failed to acknowledge that differences exist not only between groups of older people, but also within such groups. Thus the underlying theme of this article is to make educators aware of the importance of offering programs that mesh with the needs and interests of the older adult audiences they serve which are compatible with the organization and operation of each specific congregate nutrition program site. In so doing, program contributions by Extension Home Economists are likely to be welcomed and evaluated positively.

References

- Ficke, S. C. (Ed.). (1985). *An orientation to the Older Americans Act*. Washington, DC: National Association of State Units on Aging.
- Krout, J. A. (1985). Senior center activities and services: Findings from a national survey. *Research on Aging*, 7, 455-471.
- Krout, J. A. (1987, May). The frequency, duration and stability of senior center attendance. Paper presented at the Seventh Annual Northeastern Gerontological Society Conference, Hartford, CT.
- Newhouse, J. K. (1986). A study of multipurpose senior centers in southern West Virginia. Gerontological Society of America Post-doctoral Fellowship in Applied Gerontology Final Report, Virginia Tech, Blacksburg, VA.
- Newhouse, J. K., Scott, E. D., Hertzler, A. A., & McAuley, W. J. (in press). The role of Cooperative Extension in congregate nutrition programs for the elderly. *Journal of Applied Gerontology*.
- Ralston, P. A., & Griggs, M. B. (1985). Factors affecting utilization of senior centers: Race, sex, and socioeconomic differences. *Journal of Gerontological Social Work*, 9, 99-111.
- U. S. Department of Health and Human Services. (1985). *Older Americans Act of 1965, as amended* (DHHS Publication No. 1985-527-319:30451). Washington, D.C.: U. S. Government Printing Office.
- Van Horn, J. E., Heasley, D. K., & Preston, D. B. (1985). Shedding the cocoon of status quo. *Journal of Extension*, 23, 4-7.
- Warner, P. D., & Christenson, J. A. (1984). *The Cooperative Extension Service: A national assessment*. Boulder, CO: Westview Press. •••

Continued from page 71.)

- Task Group on General Education. (1988). *A new vitality in general education*. Washington, DC: Association of American Colleges.
 - Thomas, R. G. (Ed.) (1987). *Higher order thinking: Definition, meaning and instructional approaches*. Washington, DC: Home Economics Education Association. •••
-

Philosophy Narrative

Judith T. Tebo
Home Economics Education Student
University of Arizona
Tucson, Arizona

Editor's Note

This article was written as a class assignment in a methods course. We hope that by reading it you will be encouraged to think about your own beliefs about teaching, students, learning, and home economics.

There is no doubt that I was given many gifts: a sense of humor, an ear for music, and, best of all, the power of choice. As a result I see cups full and not half empty. I can handle rapid change because I choose to remain adaptable and flexible.

Basically I am a black and white analyzer of what I observe of the world around me. I do acknowledge gray areas but the percentage of gray is small compared to what I see as black or white; while there may be four-plus/minus hours total for dawn and dusk, there are still twenty-plus/minus hours of night and day. Since I do not entrap myself too often in gray areas, I am decisive and can correct a wrong decision very quickly—I have Plan B and C ready.

I feel I have the ability to do anything I make up my mind to do. The only limitations I have are the ones I put on myself, because I am the only one responsible for my behavior. I frequently limit my negative reactions to situations; I have learned it is less draining to let go of the cause than it is to waste the energy on a display that could have a damaging effect on other people. As a result, I have the ability to work well with a variety of individuals.

Seeing people as individuals rather than as types or groups enables me to teach more effectively because I believe students are PEOPLE. Each is a distinct, unique individual and should be treated as such. Just as there are no bad people there is no such thing as a bad student; there is only a good student who has erroneously chosen to do bad things. Moreover, I am convinced students learn more effectively when the teaching approach is humanistic in nature. It is critical that I teach students of all ages the desire to learn more because learning must precede growing. While the two are both prerequisites to successful living, the order or sequence must be maintained before individual enjoyment of successful living can be achieved.

Teaching is living as opposed to existing; it is change, challenge, excitement, frustration, success/failure, decisions, growth and enjoyment. My teaching experiences all through my life have been my best learning experiences. Now that I have matured, it is even more important that I continue my learning to maintain the growing and enjoying phases.

I have the energy to enter the profession at this late date because it is a challenge to help others in our industry bring about some much needed change. We need to improve our image; the responsibility to do that is OURS. I see many avenues we can choose to accomplish this and other goals. We must learn to agree on basics, terminology, plans, and action. Environmental changes occur much more rapidly than we respond; as a result, pressure is put on us we could avoid, to a degree, if we spent less time disagreeing. We must screen prospective teachers more carefully; we must offer them a considerably different curriculum; and we must provide them with as many opportunities for hands-on experiences as possible. We must take measures to police our own profession. If we truly are to be regarded as professionals, we need to recognize that professionalism is an attitude toward self, colleagues (both peers and superiors), students, parents, teaching, and continuing education; it is the way you think that is reflected in what you do and how you come across to others.

My determination to invest even more energy to teaching junior high school students stems from the many decades I have been observing "Abandonment of the Adolescents." Not only does the public school system fail to provide continuity between the elementary grades and the secondary levels, but family stability, intracommunication, and support generally wane during these years. Family, as we traditionally know it, may well be an endangered species because of the increasing numbers of single parents, as well as crises in the home due to drugs, alcoholism, abuse, and violence. Family is a concept that needs to be re-defined, strengthened, reinforced and appreciated. Since so many parents are not providing a sense of well-being and security in the family, young people turn to the school for a sense of direction and guidance they used to get at home. Since home is a state of mind, not a place, I intend to "be there" for as many as I can as long as I can to help them fill these voids, both academically as well as socially. •••

Book Reviews

Joseph L. Wysocki
Assistant Professor of Housing/Extension Specialist
University of Illinois at Urbana-Champaign

Homes: Today and Tomorrow (1990), Ruth F. Sherwood. Mission Hills, CA: Glencoe Publishing Company, 544 pages.

Homes: Today and Tomorrow Teacher's Resource Book (1990), Ruth F. Sherwood and Eddy Eubanks. Mission Hills, CA: Glencoe Publishing Company, 429 pages.

The fourth edition of this housing and home furnishings text for high school students reflects the rapid changes in housing. Included in the student text are seven units containing 25 chapters with topics such as human needs and housing; housing an society; careers in housing; housing styles; consumer concerns (renting and buying); construction; housing and the environment; design and planning interiors; kitchens, baths, and storage; safety, security, and maintenance; and remodeling and renovating.

Richly illustrated, each chapter begins with student objectives, household words, and a two-page "Putting Skills to Work" section. Personal interviews are included with people in diverse housing careers such as community project leader, resident manager, carpet salesperson, closet organizer, upholsterer, and kitchen planner. Minorities and all levels of positions are well represented. Each chapter ends with a two-page review that covers chapter highlights, questions about the issues covered, and do-it-yourself activities.

Visual presentation is especially important in a housing and interior design text for use at the high school level. Learning about good design depends on seeing good design. A glance through the student text will quickly convince the teacher this book's whole look insures eye-catching student appeal as well as good design education.

The inclusion of social, psychological, and cultural issues including designing homes for special needs, as well as the traditional construction and design segments is especially appropriate for a student

text and reflect the topics, trends, and concerns of housing today. A good blend of housing and interior design topics lay the foundation for students to become informed housing consumers. Sections on safety and home maintenance are also appropriate in a text at this level.

Three chapters on housing styles may be more than is necessary. However, preservation, remodeling, renovating are good topics to introduce to young people at a time when they often equate "new" with better. Renting and home ownership should not receive equal coverage because renting will probably be the first major housing decision young people make. In fact, the renting section should be expanded to include information about dormitories, group, and shared living, especially for those students who are college bound.

The *Teacher's Resource Book* (429) pages), written by "Ruth Sherwood and Eddy Eubanks, contains lesson plans, handouts, projects, transparency masters, and test questions in a binder or book format. Although the book contains many useful materials they were difficult and confusing to use due to the book's organization. I would recommend the easier to use and less confusing binder format. In addition, some of the references in the beginning of the book are out of date (e.g., listing the 1975 edition of *Inside Today's Home* rather than the 1986 edition.) Other items that should be included are the University of Illinois Small Homes Council-Building Research Council circulars, Cooperative Extension Service publications, and publications such as *Practical Homeowner*, *Housing and Society*, and *Fine Homebuilding*.

Housing and home furnishings are often mentioned by teachers as the subject matter areas in which it is most difficult to obtain up-to-date information. *Homes: Today and Tomorrow* and the *Teacher's Resource Book* both make useful contributions to filling this existing void.

School prices are \$23.87 for the student text and \$27.48 for the Teacher's Resource Book. To order, write Glencoe Publishing, 809 West Detweiller Drive, Peoria, IL 61615-2190 •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
352 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

HOME EC LIBRARY
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

ILLINOIS TEACHER OF HOME ECONOMICS

<i>Foreword, Mildred Barnes Griggs.....</i>	81
<i>Vocational Home Economics Today Results of a National Phone Survey,</i> Charlotte Carr and Diana Greene.....	82
<i>A Process for Curriculum Development: Putting a System Into Action,</i> Joan Quilling, Betty B. Martin, and Paula Hartsfield.....	84
<i>Teaching and Evaluating Courses in Parenthood Education for Adolescents,</i> Betty Cooke.....	86
<i>Rethinking the Role of Fathers: Meeting Their Needs Through Support Programs,</i> Brent A. McBride and Rebecca J. McBride.....	89
<i>School-Age Child Care: Solution to Latchkey Problem, Mary M. Warnock.....</i>	92
<i>Cooperative Learning, Jennifer Herget.....</i>	94
<i>Maintaining Momentum, Harriett K. Light.....</i>	96
<i>Are Workbooks Really Necessary?, Mary Ann Block.....</i>	100
<i>A Phenomenological Platform for Teaching At-Risk Students, Marian White-Hood.....</i>	101
<i>Challenges and Opportunities for Teaching Clothing in the 1990s, Betty L. Feather.....</i>	103
<i>Adaptable Housing for Lifelong Needs, Patricia A. Tripple and Carole J. Makela.....</i>	106
<i>Families Coping in a Technological Society, Jillian R. Boyd.....</i>	110
<i>Community Meetings: A Tool for Assessing Local Needs, Sally J. Yahnke,.....</i>	115
Emma J. Gebo, and Cathleen T. Love.....	118
<i>Journey Toward Peak Performance: A Tribute to Dr. Hazel Taylor Spitze,</i> Elaine F. Goodwin.....	120

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

June Chambliss, Technical Director

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Catherine Burnham, Graduate Assistant and Ed.D. Candidate

Vida U. Revilla, Graduate Assistant and Ph.D. Candidate

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Volume XXXII, No. 3, January/February, 1990. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*
University of Illinois
352 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

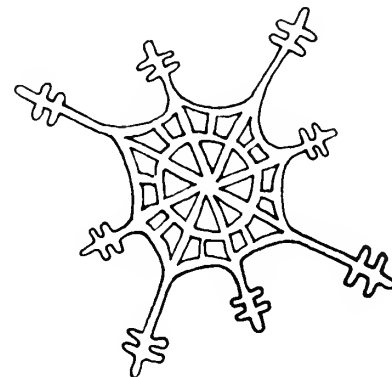
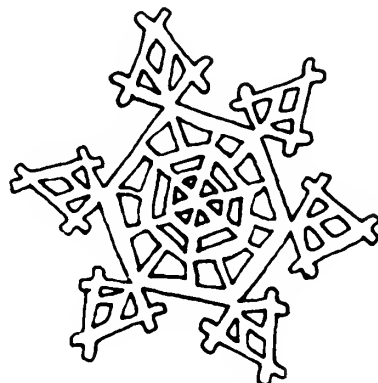
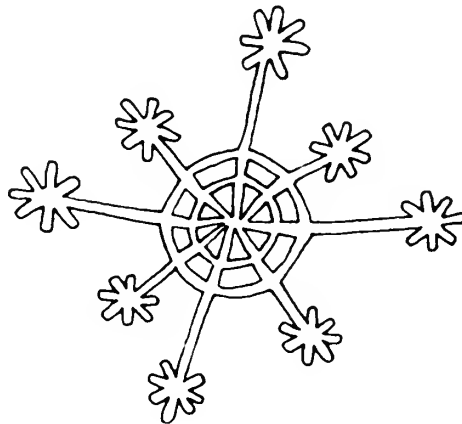
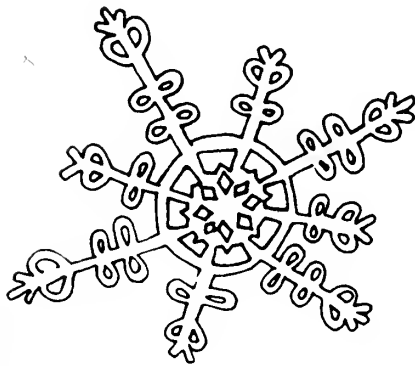
Foreword

Sharing is a way to become more involved in your profession. If one of your resolutions for 1990 is to be more involved in home economics education, *Illinois Teacher* is a vehicle for accomplishing it. We invite you to share your ideas and success stories with our readers.

This issue contains several articles that focus on recurring curriculum issues: What to teach; why certain content should be taught; how it should be taught and how to determine if the content has been learned. It also contains a few teaching ideas, speeches most of you may not have heard, reflections on teaching practices, reports of home economists' involvement in educational endeavors in non-school settings, and a tribute to an outstanding teacher.

Best wishes from *Illinois Teacher* staff for a happy, healthy and enjoyable new year.

The Editor



Vocational Home Economics Today

Results of a National Phone Survey

Charlotte Carr
Diana Greene
Directors of the Illinois Plan
for Home Economics Education
Illinois State University



Diana Greene

One of the challenges in the development and revision of curriculum is to determine the current status of curriculum. More importantly is determining the future curriculum content. With these thoughts in mind, the directors of the Illinois Plan for Home Economics Education initiated a telephone survey to state supervisors of Vocational Home Economics in the 50 states and the District of Columbia.

The phone survey was conducted during the months of September and October, 1988. Each of the supervisors was asked the following questions:

1. Is your state in the process or have you developed home economics curriculum within the last three years? If yes, briefly describe the curriculum content.
2. Do you have any research in your state to support the value of home economics at the junior and senior levels?
3. What changes would you make in home economics curriculum to meet the needs of students in the year 2000?
4. How would you describe the "health" of home economics in your state?

The combined responses of the 51 state supervisors for each question are listed below.

Responses to Question 1: Is your state in the process or have you developed home economics curriculum within the last three years? If yes, briefly describe the content.

Forty state supervisors said their states were currently developing or had recently developed

curriculum. Eleven supervisors reported that they were not in the process of developing, and had not developed any new curriculum within the last three years (Fig. 1). These state supervisors volunteered that curriculum is usually developed in their states by colleges and/or universities, local school districts, individuals or other assigned groups of teachers by the state department.

Question 1
Number of States

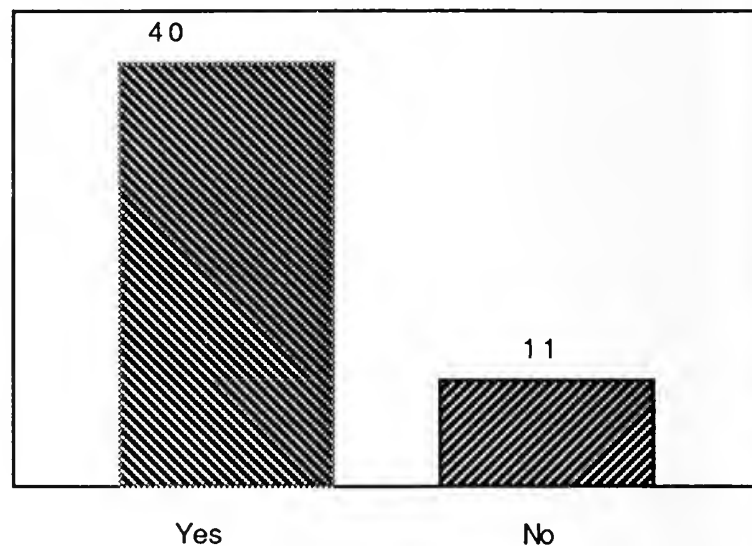


Fig. 1. Number of supervisors responding to the question, "Is your state in the process or have you developed Home Economics curriculum within the last three years?"

Five state supervisors reported curriculum development for culinary arts/food service programs. Three states were in the process of writing or had written curriculum materials with a work and family focus. Three other states were developing or had developed critical thinking materials. Two states emphasized curriculum for latchkey children and two other states emphasized family and individual health. Other curriculum topics mentioned only once which included disaffected youth, focus on you, pregnant youth, family and community interdependence, critical living skills, and technology and the home.

Responses to Question 2: Do you have any research in your state to support the value of home economics at the junior and senior high levels?

Although 41 supervisors reported that there was no current research being conducted to support their programs, ten supervisors reported that they had research projects underway (Fig. 2). Most states with completed curriculum research projects had published the results for local use only; however, two states had articles pertaining to their research published in national publications.

Question 2
Number of States

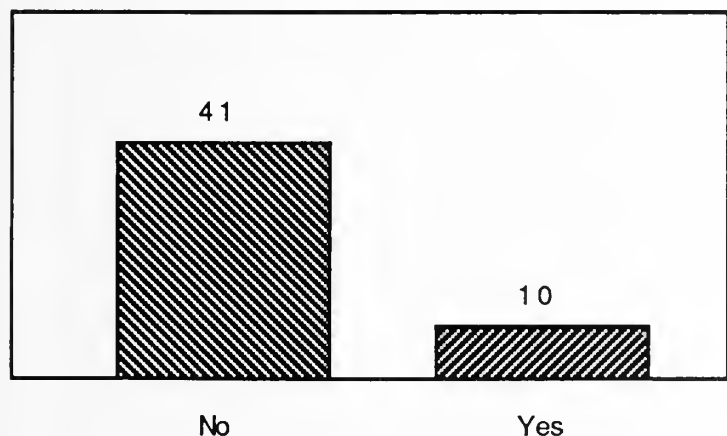


Fig. 2. Number of states responding to the question, "Do you have any research in your state to support the value of home economics?"

Current research themes reported include effectiveness of parenthood education, attitudes of home economics teachers and students, states needs effectiveness study, value of seventh and eighth grade home economics, and value of home economics and the gross national product.

The supervisors recommended that more research be conducted to support the value of home economics; therefore, it is hoped that the findings of the above mentioned research projects be published nationally. Sharing information will help to strengthen the discipline.

Responses to Question 3: What changes would you make in home economics curriculum to meet the needs of students in the year 2000?

Answers to this question were quite varied, but there was considerable agreement on some topics. Most of the state supervisors had more than one response. Thirteen supervisors suggested issues pertaining to the

family and eleven recommended balancing of work and family. Eight responses each were reported for critical thinking and problem solving skills and for developing a more scientific approach to foods and nutrition classes. Two states have changed class titles from Foods and Nutrition, to Nutrition and Foods, and reported reflecting the scientific approach in these classes.

Five state supervisors reported a desire to incorporate academic basics, five suggested more parenting, and five others were in favor of a comprehensive health education or wellness component in the home economics curriculum. Four responses were for curriculum to help students adapt to change. Three responses encouraged the incorporation of employability skills into the curriculum.

Other responses given to this question were: global awareness, AIDS education, values/concepts, home based businesses, student maturity levels, societal issues, resource management, and the electronic cottage.

Responses to Question 4: How would you describe the "health" of home economics in your state?

Question 4
Number of States

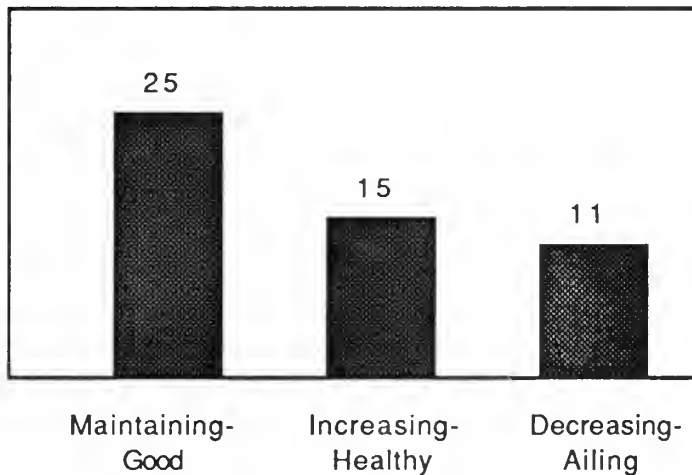


Fig. 3 Number of supervisors responding to the question, "How would you describe the health of home economics in your state?"

Fifteen state supervisors reported an increase in home economics enrollments, several of them had comments which explained their growth (Fig. 3). Statements that were volunteered included: a former home economics teacher who had become a principal in a large district, strong programs had been able to add staff, the courses had been changed from one year

(Continued on page 88.)

A Process for Curriculum Development: Putting a System Into Action

Joan Quilling, Associate Professor
Research, Occupational Home Economics
Betty B. Martin, Supervision Coordinator
Home Economics Education
Paula Hartsfield
Home Economics Education
University of Missouri-Columbia



Betty B. Martin

Introduction

In order to increase the impact of vocational education programs statewide, the Missouri Department of Elementary and Secondary Education developed a cooperative agreement with the University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education, in the early 1970s. The university was selected as one of the sites for establishing an instructional materials laboratory. The laboratory was designed to facilitate the preparation, field testing and dissemination of curriculum materials in vocational education. The materials produced by the laboratory are an outgrowth of teacher advisory committees. Teachers in vocational programs reap the benefits of the Missouri system as they are able to obtain low-cost materials developed and verified by vocational teachers throughout the state.

Missouri's Curriculum Structure

In the early 1970s, the University of Missouri, Department of Practical Arts and Vocational-Technical Education, in cooperation with the Department of Elementary and Secondary Education, developed a cooperative arrangement for statewide curriculum development. The arrangement involved preparing curriculum materials for five service areas (home economics is one of them) in vocational education and special project areas that are identified by Missouri legislature. Economic data indicates the need for these programs. In order to incorporate

grassroots input into the curriculum, the Department of Elementary and Secondary Education organized a system of satellite and steering committees to solicit advice during the curriculum development process.

The State of Missouri was divided into seven regions. Each region formed its own satellite committee of home economics teachers with a chair responsible for calling the group together. Each of the seven committees generated ideas for curriculum development in home economics. The committees typically meet in the fall of the year. In the spring, an overall curriculum steering committee made up of satellite chairs, teacher educators, and State Department representatives meets to review regional curriculum priorities and prepare a two-year program of work for home economics education.

The development of curriculum materials in Home Economics Education is a continuous process. Within the past few years, emphasis has been placed on producing materials which incorporate an Instructional Management System, a priority of the State Board of Education. The Instructional Management System is called VIMS in vocational education (Vocational Instructional Management System). Curriculum guides incorporate this system with each guide containing instructional goals which are based upon a task analysis of consumer homemaking or occupational home economics. They also include content outlines, instructional methods and evaluation strategies for assessing student performance.

The structure of home economics curriculum guides is based upon *Missouri's Scope and Sequence for Vocational Home Economics*. *Scope and Sequence* exemplifies VIMS. All home economics subject matter areas taught in secondary schools are included along with content outlines and student performance competencies for each area. This publication serves as the basis from which curriculum materials are generated for the state.

The Instructional Materials Laboratory

The mission of the University of Missouri-Columbia Instructional Materials Laboratory is to facilitate the development of curriculum materials in all vocational areas. The editors in the laboratory assigned to work with home economics content get input from advisory committees that are formed in

cooperation with the Department of Elementary and Secondary Education Home Economics staff. The committee develops the task analyses for subject matter areas scheduled for production each year. Editors also supervise individuals assigned to produce curriculum materials and prepare manuscripts for publication.

The laboratory is affiliated with larger regional curriculum networks. The affiliation enables home economics curriculum developers to become aware of materials produced by other states. An awareness of what other states are producing helps the Curriculum Steering Committee to avoid duplication of effort. If, for example, Missouri home economics teachers want a curriculum guide in home management and find one already available from another state which meets Missouri's educational standards, the guide can be adopted by Missouri. The adoption process places copies of the guide in the laboratory and teachers can purchase these guides. All materials available from the laboratory are sold on a cost recovery basis. Although the laboratory was designed principally to serve Missouri vocational teachers, publication catalogs are available upon request and a teacher anywhere in the United States has access to these materials.

Curriculum Elements

The curriculum used by vocational home economics teachers in Missouri is based upon a format originally developed by the Mid-America Vocational Curriculum Consortium located in Oklahoma. The home economics Curriculum Steering Committee agreed to adopt this format in the early 1970s. Over the years, the format has changed and adapted to the specific needs of teachers. Currently, the format is structured to accommodate the VIMS process.

Each curriculum guide includes some of the following elements:

- A. **Task analysis:** a list of performance behaviors viewed as essential for carrying out responsibilities in a given subject matter area.
- B. **Performance objectives:** specific behaviors which teachers are asked to measure according to standards of performance.
- C. **Content outlines:** key concepts enabling students to comprehend a specific subject matter area.
- D. **Procedures for implementation:** references and resources needed to supplement the curriculum guide.
- E. **Cross-reference table:** based upon a task analysis of the subject matter area which illustrates how all parts of the guide coordinate

together. Teachers using the table know which resources to use with specific portions of the content outline.

- F. **Assignment sheets:** these are typically paper-pencil activities designed to reinforce content priorities.
- G. **Transparency masters:** visuals designed to reinforce key concepts in the content outline.
- H. **Handouts:** information forms which supplement content outlines.
- I. **Job sheets:** activities to involve students in physical action with the content. These forms are based on a task analysis of content areas.
- J. **Unit tests:** evaluations which summarize the key content presented during a unit of instruction.

As priorities in curriculum development change over time, curriculum guides change to reflect new and emerging instructional approaches.

The process of curriculum development in the state of Missouri is a team approach. Teachers play a vital part in helping to conduct the task analyses that are used as the foundation for the curriculum guides. They also field test the guides to assure quality control of the materials.

Curriculum Utilization

The University of Missouri and the Department of Elementary and Secondary Education work cooperatively to facilitate the utilization of curriculum materials in the State of Missouri. Currently two strategies are followed to assist teachers in using the curriculum materials. These are:

- A. **Field testing:** Most of the curriculum materials take two years to complete. The first year is set aside to complete the task analysis and writing. The second year involves teachers field testing the materials and suggesting revisions. Field testers are selected during the summer and are expected to complete their use of the guide by the end of fall semester. The winter semester is used to revise and refine the guide and ready it for publication.
- B. **Introduction of the guide:** The introduction of the new curriculum materials occurs in conjunction with the annual vocational association meeting held during the summer. The writers or teacher educators working with the guide are usually involved in presenting new materials during the conference.

(Continued on page 102.)

Teaching and Evaluating Courses in Parenthood Education for Adolescents

Betty Cooke
Research Associate
Home Economics Education
University of Minnesota



Home economics educators have an important opportunity to provide education for parenthood to adolescents—an opportunity and a responsibility which we need to be prepared to do well. I am not at all convinced that we know how to do this effectively, nor do we know how to effectively assess what it is we are teaching or should be teaching in this area. My comments in this article focus on what I see as two major areas to consider related to parenthood education for adolescents: course or curriculum design and delivery; and course assessment.

Two recent studies involving assessment of the impact of parenthood education courses for adolescents, one focused on assessing change in adolescents' knowledge (Mann & Hunt, 1989) and one focused on assessing change in adolescents' attitudes (Tulloch & Omvig, 1989), gave considerable attention to assessing outcomes of the courses. However, neither study paid much heed to what went on in these courses leading to whatever outcomes may have resulted. Before we can assess the impact of what it is we are teaching in parenthood education for adolescents, we first need to be very clear about all aspects of course design and delivery. This should include what it is we are or should be teaching, how it is or should be taught, and to what ends or for what purposes we are or should be teaching.

We first need to clarify the goals of a parenthood education course for adolescents and the target audience to whom it is directed. Parenthood education courses for adolescents often imply goals focused on prevention of adolescent pregnancy and provision of information to help adolescents who do become parents cope with this situation. However, the kind of parenthood education course designed to meet the needs of any adolescent who may someday become a parent and the kind of parenthood education course designed for the adolescent who actually becomes a parent should look very different in many respects. For example, a course designed for any adolescents

might address the issue of parenthood as a choice and as a decision to be weighed seriously including consideration of such factors as financial and other responsibilities and changes in life style. In contrast, a parenthood education course for adolescent parents would need to address the multiple concerns associated with adolescent parenthood which include, but go beyond, focus on the infant and its care and development. These concerns include the adolescent's health and development, education and job opportunities for the adolescent, financial needs, family support and relationships, etc. I question if one curriculum or course design can effectively address these two related but different foci in education for parenthood for adolescents. Therefore, it is very important to be clear as to which of these goals and adolescent audiences a course in parenthood education is directed because of the implications it has for what should be taught.

Along with clarifying goals for a parenthood education course, how the course is or should be taught also needs to be considered. Curriculum in parenthood education often focuses on teaching knowledge in child development and parenting. Frequently knowledge that is taught in any course is not taught in a form useful for translating it into action. It certainly seems that increased knowledge should be available for translation into decision making and action for parenting or caregiving as a result of participation in a parenthood education course. If knowledge taught in child development and parenting is to be available for translation into action, it must be taught through methods involving direct and fairly extensive observation and experience with children. Instruction should include guiding adolescents in the analysis of this experience for identification and understanding of the concepts taught if what is taught is to have a lasting impact on adolescent knowledge, understanding, and behavior. As suggested by Tulloch and Omvig (1989), adolescents may not be at a developmental stage where parenting issues are of concern or interest to them. For this reason, it is also important to relate what is taught in child development and parenting to the adolescent's own past and present experiences as a developing person and as a family member before beginning to have them think about the meaning of what they are learning to their future parenting.

The suggestions made related to course design and delivery imply that there are a number of different

potential goals and ways to design and teach a parenthood education course for adolescents. This potential for diversity is almost inevitable and exactly what we in the field should want to see given the diversity of adolescent groups we are likely to teach. It is obvious that these groups will differ on such demographics as socioeconomic level, race, cultural and religious background, geographic location, etc., as well as on other types of characteristics. Curriculum has been, and needs to continue to be, flexibly designed to allow teachers to meet these diverse needs. Given the likelihood and desirability of local individualization in course design and delivery even if a standard curriculum is used as a guide, it is not appropriate to evaluate such courses as if they were standardized across groups.

This point leads me into the thoughts I have about the assessment of impact of a parenthood education course for adolescents. Monitoring of the implementation of a parenthood education course or curriculum is a necessary first step in assessment. A record of the preparation of teachers in use of a curriculum, a record of what each teacher emphasizes or includes in the teaching of a curriculum (including any individualized adaptations they may make), and information on the experience and ability of the teachers assessed in their use of the curriculum is needed for effective course evaluation. When so little attention is given to the treatment in parenthood education courses, it is not surprising that there is often a lack of significant results (Mann & Hunt, 1989; McClelland, 1984). If the manner in which a course is delivered is not known and, in the case of the use of an experimental design for assessment as is often done, no attempt is made to document the standardization of this treatment across classes, how can the results of assessment be meaningful and used effectively to make changes in that process? Whatever the treatment or course design and delivery consists of, part of the process of evaluating the impact of any educational intervention is to provide a careful description of the nature of that intervention. This kind of monitoring and documentation should be an initial step in any course evaluation plan.

The choice of an experimental design for evaluating course impact and use of such an assessment design implies a standardization of treatment or implementation. My comments related to program design and delivery indicate that I do not believe this should be the case, that is, we should not try to standardize our teaching of a parenthood education course. Therefore, rather than using an experimental design to assess course impact, there are other ways of conceptualizing and conducting an evaluation that would be more consistent with the local diversity in course design and delivery that is likely to occur. These suggestions are

also consistent with the ideas expressed by McClelland (1984) in her critique of experimental design as a method for assessing parenthood education. First, it would be useful to include process or formative forms of evaluation as well as impact or summative forms of assessment when evaluating a parenthood education course. A process evaluation might focus on identification and understanding of course delivery variations to meet needs of particular groups of students and what could be learned from this to improve the curriculum being used. Impact or summative evaluations could focus on questions of knowledge and attitude change as was done in the studies previously mentioned, but they might also focus on questions related to changes in values, skills, and the meaning of the course to the students. Impact evaluation might also focus on identification and understanding of differential outcomes in relation to diversity in course delivery.

In assessing parenthood education courses, evaluation methods in addition to pre- and post-treatment questionnaires for determining impact should be considered. For example, it might be possible to select a few students from a school site where a parenthood education course is to be taught for a pre-course interview with more open-ended questions related to their knowledge and attitudes toward parenting. After completion of the course, these same students might be interviewed again to determine changes in knowledge and attitudes and other areas where the course may have an impact upon them. Or a group of students might be interviewed after completing a course to determine what they thought participation in the course meant to them. Another alternative might be to observe students enrolled in a course in interaction with children in order to assess their effectiveness in interaction with children if developing skills for interaction is a course goal. Any or all of these assessment approaches might be combined in assessing the impact of a parenthood education course.

Obviously, assessment approaches such as interviews and observations may be more costly and complex to do than a questionnaire, but they are likely to provide a more meaningful and accurate picture of what change, if any, does occur in adolescents because of participation in a parenthood education course. These approaches to assessment are also more likely to get at some of the more subtle outcomes associated with participation in a parenthood education course that are not revealed by a multiple-choice questionnaire. Changes of this nature could possibly be the most important outcomes of such a course. Such assessment approaches would also be likely to yield data of more use in refining and improving a course than that available from use of a multiple-choice questionnaire

on child development knowledge or parenting attitudes alone.

The ideas in this article related to teaching and evaluating parenthood education courses for adolescents are intended to stimulate teachers to think critically about more appropriate and effective means for delivering and assessing parenthood education courses than those they may now be using. As indicated in my opening comments, I think this is an area in which home economics educators have an opportunity to make a significant contribution to the important societal need for effective parenting, and I think we need to give much more thought to what and how we teach child development and parenting to adolescents as well as to how we assess the impact of the teaching we do in this area.

References

- Mann, M. B., & Hunt, S. N. (1989, March). *Impact of a parenthood education course on adolescents' knowledge*. Paper presented at the meeting of the American Education Research Association, San Francisco, CA.
- McClelland, J. (1984). Experimental design and evaluation of parent education. *Journal of Vocational Home Economics Education*, 2, 54-63.
- Tulloch, C. R., & Omvig, C. P. (1989). Changing attitudes through parenthood education. *Journal of Vocational Home Economics Education*, 7, 104-113.

•••

(Continued from page 100.)

constantly think through our presentations of concepts so students will continue to learn skills for the real world and not stand still in their attainment of educational ideas.

References

- Durkin, D. (1976). *Strategies for identifying words*. Boston: Allyn and Bacon.
- Harp, B. (1989). When the principal asks. *The Reading Teacher*, 42, 4, 326-327.
- Lusteck, C. C., & Bense, D. L. (1988). *Student activity guide for Guide to good food*. South Holland, IL: Goodheart-Wilcox Company, Inc.
- Spitze, H. T. (1979). *Choosing techniques for teaching and learning*. Washington, D.C.: Home Economics Education Association. •••

(Continued from page 83.)

to one semester, several new programs for home economics were requested, and new curriculum had been implemented.

One of the fifteen supervisors reported that teacher education units had been actively recruiting which had helped the health of their home economics program. Three state supervisors said they were experiencing a teacher shortage. Others predicted a shortage in the next few years.

Twenty-five state supervisors reported that the program was maintaining itself. Their comments included: the role we play in AIDS education and sexuality is important; the percentage of the total enrollment is stable; strong teachers are doing fine; sewing is dead; receiving science and math credit for home economics classes has helped; more part-time teachers have caused enrollment to stabilize; and offering semester courses is helpful in light of increased graduation requirements. Additional comments were: occupational programs were healthy, consumer and homemaking were not as healthy; teacher meetings in a region are helpful; and leadership skills make or break a program.

Eleven state supervisors reported a declining enrollment. Some of their comments included: much depends on the teachers; increased graduation requirements have hurt programs; and teachers are frustrated with legislated requirements including teacher evaluation and student testing. Other factors contributing to the decline are poor economic conditions in the state and that the school population has decreased.

The information gained from the survey of state supervisors will serve as a basis for examining existing curriculum in Illinois and for determining future curriculum goals.

The Illinois Plan for Home Economics Education is a project funded by the Illinois State Board of Education Department, of Adult Vocational and Technical Education. Dr. Charlotte Carr and Diana Greene, Illinois State University, Normal, Illinois are the Directors. The final results of this project will be to print a conceptual framework document and a comprehensive home economics curriculum guide within the next three years. •••

Rethinking the Role of Fathers: Meeting Their Needs Through Support Programs

Brent A. McBride, Ph.D.
Asst. Professor, Early Childhood Education
Research Fellow, Institute for Behavioral Research
University of Georgia

Rebecca J. McBride
Consumer Information Specialist
Atlanta Gas Light Company



Brent A. McBride



Rebecca J. McBride

The roles of fathers are in a state of flux (McBride & McBride, in press). Societal expectations are emerging which call for men to assume a more active role in childrearing as dual-career families become the norm rather than the exception in two-parent homes. Being the family bread-winner is no longer acceptable as the major function of father involvement. Men are being expected to participate actively in all aspects of childrearing. This more active form of father involvement is viewed as a way of relieving the role "overloads" mothers experience as they strive to be primary caretakers of their children while employed outside the home.

Many fathers are finding themselves unprepared as they attempt to meet these new societal expectations for father involvement (Klinman, 1986). Due to the way they have been socialized when growing up, many lack the basic skills, knowledge and sensitivity that would allow them to become active participants in raising their young children. Parent education and support programs designed specifically for fathers maybe one way to help better prepare men to meet these changing expectations for paternal involvement, yet such programs are few and far between (Levant, 1988; Klinman, 1986).

The purpose of this paper is to describe one such program designed to encourage fathers to assume a more active parental role.

Definition of Father Involvement

A major problem in the development and implementation of parent support programs for men has been the lack of a clear and consistent definition of father involvement. Just what is meant when we say we want to increase father involvement? It seems as if everyone has a different definition. In an effort to rectify this problem, Lamb and his colleagues (Lamb, Pleck, Charnov & Levine, 1987) have proposed a three-part taxonomy (1. Interaction, 2. Accessibility, 3. Responsibility) to identify and define the different categories that father involvement in childrearing might entail. This definition of paternal involvement has been utilized in designing our program for fathers.

The first category in this model, Interaction, consists of the father interacting with his child in activities such as playing with them, holding them, bathing, and dressing them, etc. In the second category, Accessibility, the father is involved in less direct interaction with the child yet still available to them. This type of involvement would include such times as when the father is in one room of the house and the child is in another (e.g., the father is available to the child if needed). The third category of this taxonomy, Responsibility, has the father assuming responsibility for the welfare and care of his child through such activities as making child care arrangements, knowing when the child needs to go to the pediatrician, ensuring the child has clean and appropriate clothes to wear, etc. Our program is designed to encourage fathers to assume a more active role in all three categories of this taxonomy.

Structure of the "Dad's Day" Program

The structure of our "Dad's Day" program is one of a parent education/play group model. In our program, fathers and their preschool aged children meet together for two hours on 10 consecutive Saturday mornings. This program has two major components: group discussion and father-child play time. Fathers of preschool aged children are identified as targets for the program for two reasons: a) the rapid growth and development (social, emotional, cognitive & physical) that children this age experience, along with the

impact of familial influences on this development (Minuchin, 1987); and b) the lack of preparation for effective parenting by many men during this important period of their children's development (Klinman, 1986).

During the first hour of each Saturday morning session the fathers and their children participate in structured and nonstructured preschool type activities (i.e., finger-painting, block play, dress-up corner, story & music time, etc.). This portion of the program allows the fathers to explore and discover different ways of interacting with their children and to develop sensitivity to the needs of their children (see McBride, 1989a for a complete description of this aspect of the program). Not only are the fathers finding new ways of interacting with their children during this time that were previously unconsidered, but they also become aware of the importance of such activities in their children's overall development. Prior to participation in the program, most of the fathers view this type of activity as just being play and not a means of fostering their children's development.

During the second hour of each Saturday session the fathers participate in a discussion group while assistants supervise and lead activities with the children. These discussion sessions address various topics related to father involvement. Each session is designed to address issues related to one or more of the categories outlined in Lamb's taxonomy (Lamb et al., 1987) of father involvement, and are continually refined with each new 10-week program. A discussion group format was selected for this portion of the program due to the tendency of other more didactic parent education programs such as P.E.T., Adlerian, and Behavioral approaches to focus primarily on the child while excluding opportunities for parents to share their problems and perceptions with one another. The discussion group format allows the curriculum to be adapted to the fathers' background experiences, concerns, perceptions, etc., thus keeping fatherhood as the primary focus.

Discussion Group Curriculum

When we first started offering our Dad's Day program we left it up to each group of fathers to identify topics of interest for the discussion sessions. What we found after three years of offering such programs is that the same topics keep coming up with each new group. As such, we have been able to standardize the discussion group curriculum and develop activities and facilitator questions based on Lamb's taxonomy (Lamb et al., 1987) of father involvement. A description of the discussion topics and how they relate to the taxonomy follows.

Opening Session - This session is designed to give the men a opportunity to get to know each other, and to learn the nature and goals of the program. This session is important in that for a discussion group format to be successful, the participants must feel comfortable with the group and its structure. A big portion of this session is spent with the fathers sharing why they signed up for the program and what they hope to gain from it for themselves and their children.

Want-Ad for a Father - During this session the men brainstorm together as they attempt to write a newspaper want-ad to recruit a replacement father for their own child. Topics discussed for use in the ad typically include the duties and responsibilities of a father, the types of preparation necessary for fatherhood, the pay and benefits of fatherhood, time requirements, personality requirements, etc. The process forces the men to evaluate their own perceptions of what they believe a father should be, and then compare these perceptions with their own parental situations. In discussing the types of interactions men are expected to have with their children, interaction issues are being addressed. Accessibility issues are being addressed when discussing the time requirements and constraints of fatherhood. In discussing the preparation required for fatherhood and the responsibilities once they become one, responsibility issues are being addressed.

Educating Young Children - This session starts with a 25-minute video presentation of educating young children. The tape presents two opposing viewpoints on how preschoolers should be educated (i.e., Glen Doman's "Better Baby Institute" approach vs. David Elkind's notion of the "Hurried Child"). Discussion is spurred as the fathers share their reactions to these two extreme viewpoints. Responsibility issues are raised as the fathers become aware of how young children learn and the reasons why they should take an active role in this process. Interaction issues are also addressed as the fathers discuss ways in which they can help foster their children's learning in a developmentally appropriate way.

Sibling Rivalry - This session is designed to help the fathers examine the reasons for sibling rivalry. Strategies are discussed as to how parents can effectively deal with these problems, as well as a discussion of why sibling rivalry occurs. This session also leads into a discussion of the problems associated with parents comparing their children, not only amongst their own, but with other children when in a group situation. The goal is to encourage the fathers to appreciate the individuality of their children and to be aware of those things about the child they can and cannot change, and to know the difference. Interaction issues are addressed as the fathers discuss ways to dif-

fuse rivalry situations and make each child feel unique and special. Accessibility issues are addressed as the fathers discuss the importance of spending "special" time with each child. As they learn more about the importance of acknowledging the uniqueness of each child and why not to compare children, responsibility issues are being addressed.

Ages & States of Development - This session is spent discussing the various types of behaviors that are normal for each developmental state of a child. Although this usually happens with each topic discussed, it is the primary focus during this session. The goal is to help the fathers become aware of the wide range of developmental differences among children, and how their expectations for child behaviors need to be reflective of these differences. Responsibility issues are being addressed as the fathers learn about children developing at a unique pace, and how parental awareness of the developmental needs of their children is critical. As they discuss developmentally appropriate ways to interact and play with their children, interaction issues are being raised.

Super Hero/Fantasy Play - This session is based on a discussion of how parents can effectively counteract the violent nature and influence of super hero cartoons so prevalent of television. This is done by examining the various types of super hero, fantasy and dramatic play in which children engage. From this session the men become aware of the various types of learning and development that occur when children are engaged in fantasy and pretend play. Interaction issues are addressed as the fathers discuss ways in which they can become involved in their children's pretend play, and how this involvement can be channeled into positive forms. Responsibility issues are addressed as the fathers discuss and learn more about why fantasy and pretend play is important for their children's development, and how they can create an environment that would encourage this type of play.

Discipline (2 weeks) - Discipline is a very important topic for the fathers. As such, two weeks are devoted to this subject. The two sessions are designed to encourage the fathers to discuss various aspects of discipline, such as: why do children misbehave; what is the difference between punishment and discipline; why do young children want and need limit; what are different disciplines strategies; and so on. Accessibility and responsibility issues are being addressed as the fathers discuss why it is important for both parents to play an active role in family discipline, and why examination of alternative discipline strategies is important. Interaction issues are raised as the fathers discuss how their own behaviors and interactions (or lack thereof) have a strong impact on their children's behavior.

Time Constraints/Role Strain of Fatherhood

This session is devoted to discussing the various factors that push and pull on a father as he becomes more involved in childbearing. Reasons why these role strains and pressures occur are discussed, as well as strategies on how to deal with and overcome them. Issues in all three categories of father involvement are addressed in this session as well.

Closing/Reflection - This last session is spent with the men reflecting back and sharing what they believe was most beneficial to them and their children from participating in the program. As the men share their reflections, discussion on the changing roles of fathers is usually brought up, along with predictions on how paternal roles may change in the future. Again, issues in all three categories of father involvement are addressed in this session.

Discussion

Results from research conducted in conjunction with our "Dad's Day" program suggest that it has a significant positive impact on the types of involvement the fathers have with their children, their perceptions of parental competence, and the quality of interactions they have with their children (McBride, 1988, 1989a, 1989b). Informal evaluations completed by the fathers suggest they believe that program participation had positive benefits for their children as well as themselves. Comments such as "I really enjoyed having the opportunity to talk with other fathers about being active parents," and "It was great realizing that I'm not the only father out there bumbling around trying to figure out what I should be doing as a dad," indicate another positive aspect of the program. Men have very few opportunities to come together and share their concerns with other men as they struggle with becoming actively involved fathers of their young children. We believe this informal support network created by our program to be one of its strongest components; one which can have a far reaching impact on the lives of the fathers and their families.

Parent education and support programs such as ours designed for father are few and far between. Family life and parent educators need to consider programs such as this one as they explore ways to meet the needs of families in our ever changing society. They also need to reevaluate their conceptualization of the roles of fathers as they develop programs for men. The father's role as primary bread-winner is no longer a valued portrayal of how men can be involved in childrearing. Lamb's three-part taxonomy (Lamb et al. 1987) of father involvement can guide the

(Continued on page 93.)

School-Age Child Care: Solution to Latchkey Problem

Mary M. Warnock
Associate Professor
Clothing, Textiles and
Merchandising
Department of Home Economics
University of Arkansas
Fayetteville, AR



Editor's Note: Mary Warnock received the National Safety Council's Third Place Citation for Outstanding Service for her work with Project Home Safe.

Do you and your spouse work and have one or more children attending elementary school? Is it impossible to meet your child(ren) when school is out for the day? Are you apprehensive about allowing your child(ren) to enter the home alone after school and spend time at work visualizing all the pitfalls of a child alone at home (fire, strangers, etc.)? Does it seem impossible to find affordable quality child care? If you have asked these same questions and discovered no real answers, starting a school-age child care program could be the solution.

Getting Started

If you have a need for school-age child care, others in your community also may have this same need. The criteria for getting your program off the ground is to find those persons interested in supporting such a community effort and acquiring the necessary skills and/or information to meet the need.

One source of information has been the latchkey workshops sponsored by the American Home Economics Association (AHEA) (Plantz, M., Director, Project Home Safe, Washington, DC) and the Whirlpool Foundation under the title of Project Home Safe. These workshops provide home economists with the resources to start school-age child care programs. The Cooperative Extension Service may have brochures and information concerning these Project Home Safe workshops. The book by Baden, Genser, Levine and Seligson (1982) is an excellent reference that contains profiles of existing programs, implementation, management and other operational criteria. Seaver and Cartwright (1986) book, *Child Care Administration*, is also a useful source.

Specific Steps in Getting Started Include the Following:

1. **Establish Community Coalition.** Members would include persons in the community who have special interests or skills necessary for the success of the program. Persons to involve would be lawyers, bankers, contractors, mayor, school board members, principals, ministers, and parents. No more than nine members are necessary for the coalition.
2. **Conduct Needs Assessment Survey.** Potential enrollment for the child care program needs to be determined. A needs assessment survey may be obtained from the State Department of Human Services for distribution to local school children. Permission from school superintendent and principal(s) of school(s) to be surveyed must be obtained before distribution. After data have been tabulated, potential enrollment and necessity for the program may be determined.
3. **Find Facility.** The best location for a school-age child care problem would be the school(s) which the children attend. School cafeterias have been used successfully for this purpose. Community centers and churches also are good facilities.
4. **Develop Policies.** Community coalition will determine all policies for the child care program which will be presented in a parent's manual. These policies will cover such items as fees, enrollment, days and hours of operation, curricula, snacks, disciplinary action, medication procedures, permission slips and transportation.
5. **Hire Personnel.** Community coalition will hire the director and any other personnel needed to run the child care program. Salary will be determined by the community coalition.
6. **Seek Incorporation and Licensing.** The child care program needs to be a non-profit organization with the correct papers being filed with the state government. Licensing information may be obtained from the local county department of human services.

Implementation

1. **Budget.** The budget will be determined by the program design and vice versa. Salary of personnel, curricula, equipment and food needs must be in-

cluded. If child care fees do not cover all costs of the program, outside funding may be needed. Possible sources of funding include state and federal agencies plus community businesses and leaders. Income and expenses must be listed.

2. **Program Design.** Daily schedules should be written and posted for parents information. Types of indoor and outdoor activities plus snacks need to be included. Curriculum will be determined by the director in association with the community coalition.
3. **Publicity.** Pertinent information needs to be forwarded to the community. How this is accomplished may depend on the needs of the community. Fliers, posters, newspaper ads, radio and TV spots plus brochures are just a few ideas.
4. **Enrollment.** The doors must be opened and children enrolled in the program for it to be successful. The beginning date of the program will depend on the needs of the community, financial status of the program and how quickly legal requirements have been met.

The Future

The success of a school-age child care program in your community will depend on the commitment that you and the community coalition members have for providing a solution to the latchkey problem. Many hours of free service will be dedicated to such a project, but the rewards are very great. Your child(ren) will be provided with affordable quality day care in a clean environment with trained supervision. Involvement is the secret to establishing future school-age day care programs.

The author is indebted to Dr. Era Looney for her assistance in establishing the Elkins School-Age Child Care Program, Inc., Elkins, AR, and developing this article.

References

- Baden, R. K., Genser, A., Levine, J. A., & Seligson, M. (1982). *School-Age Child Care An Action Manual*. Massachusetts: Auburn House Publishing Company.
- Seaver, J. W., & Cartwright, C. A. (1986). *Child Care Administration*. California: Wadsworth Publishing Company. •••

(Continued from page 91.)

development of programs designed to help men meet these changing expectations for father involvement.

Examination of the changing roles of fathers, along with the design and implementation of programs such as ours, should not be limited to those organizations geared for adults. Home economists working with family life, parent education and child development programs for school-aged children should also consider addressing these issues. Involving elementary, junior high and high school students in activities which draw attention to the changing roles of fathers will help guide them in rethinking their conceptualization of paternal and maternal behaviors. As such, these students may go into their adult lives with more open attitudes toward how mothers and fathers can both become actively involved in raising their children. Programs for fathers can even be set up in conjunction with these classes. The "Touch Guys - Tender Father" program at West Jordan High School in West Jordan, Utah (*Forecast*, 1988) is one example of how an FHA chapter has addressed this issue. The positive response to their program is one indication of the students' interest in this topic. Programs and classes that ask students to evaluate the role of fathers, will help better prepare young adults (both boys and girls) so they can effectively meet the changing expectations for paternal involvement.

References

- Forecast, (1988). H.S. Students teach dads. *Forecast*, 34 (3), 30.
- Klinman, D. G. (1986). Fathers and the educational system. In M. E. Lamb (Ed.), *The father's role: Applied perspectives* (pp. 413-428). New York: Wiley.
- Lamb, M. E., Pleck, J. H., Charnov, E. L., & Levine, J. A. (1987). A biosocial perspective on paternal behavior and involvement. In J. B. Lancaster, J. Altman, A. Rossi, & L. Sherrod (Eds.), *Parenting across the lifespan: Biosocial perspectives* (pp. 111-142). Chicago: Aldine.
- Levant, R. F. (1988). Education for fatherhood. In P. Bronstein and C. P. Cowan (Eds.), *Fatherhood today: Men's changing role in the family* (pp. 253-275). New York: Wiley.
- McBride, B. A. (1988). *The effects of a parent education/play group program on father involvement in childrearing*. Unpublished doctoral dissertation, University of Maryland, College Park.
- McBride, B. A. (1989a). Interaction, accessibility and responsibility: A view of father involvement and how to encourage it. *Young Children*, 44, 13-19

(Continued on page 99.)

Cooperative Learning

Jennifer Herget
Teacher, Home and Career Skills
Camillus Middle School
Camillus, NY



The Nation at Risk (1983) reports that "educational foundations are being eroded by a rising tide of mediocrity that threatens our future as a nation and a people" (p. 5). Within this report, national test scores and student achievement in America were shown as declining. In the past decade, when compared internationally, our student achievement test results came up short. The SAT scores were in an unbroken decline from 1963 through 1980. It was suggested that this trend stems from a weakness of purpose, a confusion of vision, an underuse of talent and a lack of leadership. The 1987 report still shows us at risk. Education secretary, William Bennett, stated that "We are doing better than we were in 1983, but we certainly are not doing well enough, fast enough. We are still at risk" (Goodwin, 1988, p. 51).

As educators, we are responding to this issue in many ways. As teachers, as a school district, and as citizens, we are dealing with it in the many roles we play. The Nation at Risk (1983) reports our goal is "to develop the talents of all to their fullest." How are we doing at this? As classroom teachers, there is a learning theory we can implement that will make some marked improvements in our students, individually and collectively. This theory results in improving their individual talents and skills, while increasing their accountability and responsibility in the classroom. The theory is the Cooperative Learning Theory. The schools using it are seeing changes and saying "it works". Cooperative learning is a technique that has many advantages for students. Today we need to improve the interpersonal skills and leadership skills of our students. Small group work has been a part of home economics for some time; however, the adaptation to cooperative learning would take only a slight effort.

Cooperative groups can be used for activities, discussion groups, and even for reading assignments. The most important part is the initial establishment of

the groups, clearly stating and practicing the desired behavior, and evaluating often.

Need for Cooperation

The need for cooperation between people is reflected in all aspects of life: the family, the community, the work force, sports teams and society in general. And yet so often in our schools and classrooms we over-emphasize learning environments which operate on an individual or competitive basis (Fehring, 1987). The student's need for cooperative learning was a primary finding in related studies. Evidence showed the benefits for students were both academic and social. Cooperation has been found to promote more positive attitudes toward the instructional work than does individualistic work (Johnson & Johnson, 1987). Most classrooms today are an individualistic approach, some are competitive and few are cooperative. In fact, small group learning techniques are used seven to twenty percent of classroom time (Johnson & Johnson, 1987). With more cooperative learning, there will be greater student achievement, improved attitudes about school and the responsibility of learning placed back on the students (Smith, 1987). One of the most powerful study techniques known to psychologists, according to Pauk (1974), is the act of verbalizing newly learned information. Group learning can provide students with this opportunity.

Cooperative Learning Theory

Cooperative learning, defined by Slavin (1987), refers to "a set of instructional methods in which students are encouraged or required to work together on academic tasks" (Slavin's, 1987, p. 31). Study on cooperative learning included the group contingency component. In group contingencies, groups of students are rewarded on the basis of the behavior of the group members (Slavin, 1987). Slavin (1987) has done comprehensive research since 1983 on cooperative learning and achievement. He began by looking at learning activities being a function primarily of their motivation and found groups to be motivating. When implemented effectively, they can be much more motivating than competitive or individualistic learning. In his 46 studies, Slavin (1987) found significantly greater achievement in cooperative learning classes than in control classes. If grouping has no reward, the results were not favorable.

Smith (1987) feels that once cooperative skills are learned, students have little trouble staying on a task, enjoying their time together, caring about others and turning out higher quality products. Smith (1987) favors cooperative learning and states that students do not function effectively just because they are placed in groups. The previously mentioned cooperative skills exhibited by groups were contributing ideas, encouraging others participation within groups, coordinating the efforts of all the group members and expressing support (Smith, 1987). Expected group behavior should be outlined for cooperative learning to be most effective.

The Basic Elements of Cooperative Learning

- Positive Interdependence
 - Face-to-Face Interaction
 - Individual Accountability
 - Interpersonal and Small Group Skills
 - Group Processing
- (Johnson, Johnson, & Holubec, 1986)

Grouping of Students

The number of students in a small group differed in research. Small groups of two to six were suggested by Jacob and Mattson (1987) and groups of three to five students were suggested by Fehring (1987) to be more effective. Three groups of ten were recommended by Wood (1987) in secondary level classrooms. Groups are implemented for a number of different reasons, the content area, behavior problems, and desires for student achievement. The structuring of a group is very important and clear outlines of group behavior and goals should be made available. Groups allow the teacher and the students to deal openly with sources of conflict that may be causing surface behavior problems. The *purpose* and *type* of group that is implemented will dictate specific outcomes (Coleman & Webber, 1988). Other variables in the decision to group consists of size of class, type and makeup of class, flexibility on the part of students, their feelings toward the subject and the ability of the students to work successfully (Gerleman, 1987). Due to all these variables, it is obvious that an initial attempt at cooperative learning may not be a sufficient indicator of its success for that teacher.

Structure of the Groups

The structure of the group is determined by the group's purpose and teacher's preference. In order for groups to be successful, structure and predetermined expectations must be established (Coleman & Webber, 1988). This guideline is reiterated in many reports. Learning groups may need a clear, cooperative goal structure (Johnson, Johnson, & Stanne, 1986). Like any

other instructional activity, groups require systematic movement toward predetermined goals and objectives (Coleman & Webber, 1988). Students should be told that each group member needs to assist the other members of the group with understanding the materials or completing the project (Johnson & Mattson, 1987). There is a need to create an atmosphere of positive interdependence between group members. Such interdependence provides the reason for working together and thus encouraging cooperation (Fehring, 1987).

Advantages for Teachers

Advantages of cooperative learning for students, such as their improvement academically and socially, has been discussed. Teachers also have many benefits from grouping, yet some teachers prefer working with fewer students at a time because they feel it is easier to know how much to expect from students and how much to give them to do (Gerleman, 1987). Students with high level abilities were not bored, and those with lower abilities levels worked at their own pace. When their efforts brought success, they were more confident and as a result the students misbehaved less. One of the attractions of cooperative learning is the positive affects on the following variables: race relations, attitudes toward mainstreamed classmates, self-esteem, and other nonacademic outcomes (Slavin, 1987). The grouping technique can be an effective tool for improved classroom management when implemented appropriately. Any capable teacher who is organized and somewhat flexible can group (Gerleman, 1987).

The cooperative learning theory and steps are outlined in reference materials. It is not just putting students in groups. Each student has a role and there are observation forms to be completed and a checklist of behaviors.

Important considerations mentioned were teachers enthusiasm, experience, style and flexibility. Two possible concerns for teachers were the fears of losing power and losing control (Gough, 1987). The loss has many gains for the student. Cooperative environments provide so many benefits when compared to competitive and individualistic environments. The suggestion was made for teachers to start independently then work with a group of colleagues who want to try it, which would be easier and more fun. A last benefit for teachers is that it will teach responsibility to the students resulting from their individual accountability to the group. Responsibility is a difficult concept to teach and to develop in today's students. There is a natural responsibility created in cooperative learning.

(Continued on page 99.)

Maintaining Momentum

Harriett K. Light
Dept. of Child Development
and Family Science
College of Home Economics
North Dakota State University
Fargo, ND

Tips from the major theorists on how to handle a problem experienced by most of us at some time in our lives, dwindling energy and enthusiasm, are presented in this article. This problem has been addressed by Freud (1916-1917), Erikson (1963), Bardwick (1986), Ringer (1989), Maslow (1968), and James (1977). Their discussion of a common human dilemma is an indication that the great theorists were very much like all of us. This realization helps theory come alive with a practical message for living in the high-tech 1990s.

Erik Erikson: Care Deeply

Erik Erikson said life was one darn thing after the other. In theoretical jargon, he said life consists of eight psychosocial crises. Each crisis must be successfully resolved before the individual can progress to the next crisis.

The eighth crisis is concerned with maintaining momentum in adulthood. It is termed generativity vs. stagnation. Generativity means a "...general concern for guiding and supporting the next generation" (Frager and Fadiman, 1984, p. 152). Continued creativity and productivity in adulthood requires a genuine, caring concern about values that will promote a high quality of life for all of human kind. To care means to have a purpose in life that is outside of oneself and all the worries about the self.

Dr. Wayne Dyer (1989), psychologist and prolific author explained generativity and life's purpose:

"You find your purpose in service. Once you transcend yourself - that is, once you get outside of you, and all the pettiness, and all the worries about me, me, me - and you get into the world...all of the other things in terms of helping...people will begin to be a part of your life" (p.24).

To care deeply about something that is worthwhile allows us to advance confidently in activities that will make the world a better place for the next generation. To care deeply means living life on ethics

and helping others develop their potential. It is from caring that we derive the energy necessary for maintaining momentum.

Stagnation is the alternative. Like a pond in summer that has no fresh water flowing into it and sends no water out of it - there are no new ideas flowing into the stagnated mind; no new ideas flow out of the mind into the world. Self-indulgence, self-concern, inactivity and lifelessness are characteristics of a stagnated person.

Erikson's tip for maintaining momentum and preventing stagnation can be summarized by saying that one must care deeply about something outside of self-serving interests. This means involvement in activities which are based on values and ideas that will "...ensure the ongoing health and maintenance of our creations, ideals and principles. Unless the sphere of our care and productivity widens, we fall prey to a sense of boredom and stagnation" (Frager and Fadiman, 1984, p. 152).

Judith Bardwick: Dare to Act

If caring is the first step in maintaining momentum, the second step must be daring to act. Judith Bardwick (1986) stated that being plateaued means reaching a stage in work or life where there is no more growth or movement. Like that old song that Peggy Lee sings so well, we ask, "...is this all there is?"

Plateaued people have lost momentum because they do not dare to act. They are scared of losing the security they have gained, scared of change, scared of being different from the crowd, scared to speak out against injustices, and scared they will never win in the race of life again.

How can momentum be maintained when you have plateaued? Dare to act! Dare to shake off your long term case of chronic fatigue that has become a convenient excuse for inactivity. Dare to confront the rules that no longer make sense. Dare to give up attitudes and patterns of living that served you well in the past, but now are your liability. According to Bardwick, (1986) daring is the key to maintaining momentum.

Robert Ringer: Bear Life's Realities

Too tired to care? Too tired to dare? Ringer (1989) would say you have exhausted your energy because you have had unrealistic expectations. Ringer (1989) is a contemporary author of three self-published best

selling books. Striving without receiving what you think ought to be your deserved rewards and believing you have been singled out to experience unique problems are reasons for failure to maintain momentum. He suggested that in order to maintain momentum, one needs to understand the basic realities of life. This will lead to an understanding of how the world works. This is necessary if you are to avoid becoming overwhelmed by the negative aspects of life. According to Ringer (1989) the realities are:

1. Life is a continual stream of problems, obstacles, lost jobs and people who treat you unfairly. This isn't fair - but fairness isn't the issue. It's just reality. It is better to understand this reality that life is full of difficulties and dilemmas so you can spend your time and energy becoming skilled at resolving those difficulties as quickly and easily as possible.
2. For every negative occurrence in the world, there is an equal and offsetting positive. Nothing in life is one way. There are positive aspects in every negative situation. A positive mental attitude does not ignore the negative; it looks for the positive outcome in every negative event.
3. The law of averages always prevails in the long run. Your chances of succeeding are in direct proportion to the number of times you try. If you try forty times, your chances of succeeding are four times as great as they are if you try only ten times.

Accepting problems as a part of life and working to solve them, (instead of wasting energy thinking of yourself as a helpless victim), and looking for the positive outcomes in all negative situations and persistence when being faced with failure will help one maintain momentum, according to Robert Ringer (1989).

Sigmund Freud: Confront Negative Situations

Anxiety, triggered by various types of losses, was viewed by Freud (Frager & Fadiman, 1984) as an energy consuming major obstacle to personal growth. Types of losses include loss of love and approval, an object or person, and self-respect. Anxiety consumes an enormous amount of energy. Anxiety is a major reason for failure to maintain momentum.

According to Freud (1916-1917), there are two general ways to decrease anxiety. The most desirable way is to deal directly with the anxiety causing situation. This involves resolving problems, overcoming obstacles, and coming to terms with problems to minimize their negative effect.

On the other hand, if problems are not confronted, an individual may consume valuable energy by using defense mechanisms as protection from anxiety. The defenses avoid reality (repression), exclude reality (denial), redefine reality (rationalization), or reverse

reality (reaction formation). They place inner feelings on the outer world (projection), partition reality (isolation), or withdraw from reality (regression). In every case, energy is necessary to maintain the defense. Defense mechanisms tie up psychological energy which could be used for more effective activities (Frager & Fadiman, 1984).

The disadvantages of not confronting and dealing with problem areas of life appears to be clear: an enormous amount of energy is consumed as one tries to "run" by using defenses. Momentum is lost. Self-confidence is diminished. How much better to take Freud's advice: deal directly with the situation and work to resolve problems and overcome obstacles. This can renew energy because confidence is gained in handling the anxiety producing situations.

Abraham Maslow: Immerse Yourself in Newness

Maslow (1968) believed that behavior can be explained on the basis of need fulfillment. Human needs are arranged in a pyramid fashion with physiological needs, safety and esteem on the bottom. These must be met before the person can go onto the higher level need of self-actualization. Unfortunately, many people stop growing and become bored when their lower level needs are met, then there are no more challenges. This can be due to poor health habits (poor diets, addiction to drugs), group pressure, negative influences from past experiences and inner defenses (Frager & Fadiman, 1984).

Momentum is lost when boredom sets in. Maslow (1968) refers to this loss of momentum as the Jonah complex. The Jonah complex is a refusal to try to realize one's full capabilities. "Just as Jonah attempted to avoid the responsibilities of becoming a prophet, so too many people are actually afraid of using their capacities to the fullest. They prefer the security of average and undemanding achievements, as opposed to truly ambitious goals that would require them to extend themselves fully" (Frager & Fadiman, p. 392).

Maslow's (1968) suggestion for maintaining momentum is to become immersed in new and different challenges that require the use of latent abilities and talents. Immerse oneself fully in newness: new ideas, new skills, new actions, new feats. From the excitement of newness, comes energy to maintain momentum.

James: Develop Wisdom - The Art of Knowing What to Overlook - and Will

James (1977) is considered to be the father of psychology. Writing at the turn of the century (1890s), he viewed obstacles to personal growth as our own bad habits (self-destructive health habits, procrastination), unexpressed emotions (anger or guilt can lead to physical or mental illness), errors of excess (excess of

love becomes possessiveness, an excess of loyalty becomes fanaticism, an excess of concern becomes sentimentality) and personal blindness (the failure to understand another person). These obstacles consume energy that could otherwise be put to constructive personal growth activities (Frager & Fadiman, 1984).

James (1977) experienced a long, severe period of depression. His diary recorded the steps in his recovery. On April 30, 1870, James made a conscious decision to end his depression. He chose to believe in free will. "My first act of free will shall be to believe in free will," he said (Frager & Fadiman, 1984, p. 244).

Will is the center of James' (1977) theory-- the combination of attention (focusing thoughts) and effort (overcoming inhibitions, laziness, or distractions). "An idea inevitably produces an action unless another idea conflicts with it. Will is that process which holds one choice among the alternatives long enough to allow the actions to occur. We must ATTEND to a difficult object and hold it steadfast before the mind" (Frager & Fadiman, p 249).

Momentum is maintained when thoughts are focused on what one wishes to accomplish. Energy can then be utilized on the desired activity instead of dissipated on many competing thoughts. Knowing what to overlook, and thus conserving energy, helps one to invest personal energy wisely.

Summary

Loss of momentum is a common human dilemma. Six theorists included this problem in their writings. The theorists' views are summarized on the following chart. Their views present several causes. However, their suggestions for maintaining momentum focus on a single commonality; action must be taken by the individual and effort must be consciously focused on maintaining momentum. Once a decision to maintain momentum is made, then the necessary skills must be developed. Only then will the individual be able to maintain momentum.

	<u>OBSTACLES TO GROWTH</u>	<u>MAINTAINING GROWTH</u>
ERIKSON	Self-centered concerns; narrow view of world.	Reach out to others; care about next generation.
FREUD	Anxiety caused by the losses in life, including loss of approval, objects, confidence, etc.	Confront and deal with the anxiety causing situation.
BARDWICK	Fear of losing security; fear of change.	Dare to act; challenge ineffective rules and old ways of doing things.
RINGER	Unrealistic expectations; meaningless strivings.	Accept reality of life's problems; persist in problem-solving skills.
MASLOW	Failure to develop one's abilities and talents.	Lifelong learning; new challenges.
JAMES	Own bad habits; unexpressed emotions; errors of excess, helplessness.	Believe in free will; act on that belief; know what to overlook.

References

- Bardwick, J. M. (1986). *The plateauing trap*. New York: Bantam Books.
- Dyer, W. (1989). To make a difference in the word. *Insight*, Nightingale-Conant Corp. 76, 17-25.
- Erickson, E. (1963). *Childhood and society* (2nd ed.). New York: Norton.
- Frager, R., & Fadiman, J. (1984). *Personality and personal growth*. New York: Harper and Row.
- Freud, S. (1916-1917). *Introductory lectures on psychoanalysis*. Standard Edition, Volumes 15 & 16. Vienna: University of Vienna.
- James, W. (1977). *The writings of William James*. (John M. McDermott, ed.) Chicago: University of Chicago Press.
- Maslow, A. (1968). *Toward a psychology of being*. New York: Van Nostrand.
- Ringer, R. J. (1989). The power of PMA. *Insight*, Nightingale-Conant Corp., 76, 26-39. •••

(Continued from page 95.)

The Teacher's Role in Cooperative Learning

The teacher's role in cooperative learning is to be a facilitator and a manager. The language used may be as follows: our classroom, our rules of behavior, our responsibility, our decision, etc. (Fehring, 1987). Once groups are set up, teachers need to intervene and monitor, this is only after they have explained the task and desired behaviors (Jacobs & Mattson, 1987). Sometimes cooperative learning is not successful due to the teacher's perceived role and behaviors. Also grouping is not for everyone and teachers need to be comfortable with the mode of teaching they use (Gerleman, 1987).

In conclusion, considering the variables and the effects, cooperative learning is definitely something to be implemented or at least try. The advantages far outweigh competitive and individualistic learning.

References

- Coleman, M., & Webber, J. (1988). Behavior problems? Try groups! *Academic therapy*, 12(3), 265-274.
- Fehring, H. (1987). *Cooperative learning strategies applies in the language classroom*. Adelaide: Australian Reading Association. (ERIC Document Reproduction Service No. ED 285 122).

- Gerleman, S. (1987). An observational study of small-group instruction in fourth grade mathematics classrooms. *The Elementary School Journal* 88(1), 3-28.
- Goodwin, I. (1988). Five years after "A Nation At Risk" US schools still seek better grades. *Physics Today*. June 1988, 50-52.
- Gough, P.B. (1987). The key to improving schools: An interview with William Glasser. *Phi Delta Kappan*, 68(9), 656-662.
- Jacob, E., & Mattson, B. (1987). *Cooperative learning with limited-English proficient students*. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 287 314).
- Johnson, R., & Johnson, D. (1987). How can we put cooperative learning into practice. *Science Teacher*, 54(6), 46-48, 50.
- Johnson, R.T., Johnson, D. W., & Holubec, E. J. (1986). Comparison of computer-assisted cooperative, competitive and individualistic learning. *American Educational Research Journal*, 23(3), 382-392.
- Lew, M., Mesch, D., Johnson, D., & Johnson, R. (1986). Positive interdependence, academic and collaborative skills, group contingencies and isolated students. *American Educational Research Journal*, 23(3), 476-488.
- Slavin, R. (1987). Cooperative learning: Where behavioral and humanistic approaches to classroom motivation meet. *The Elementary School Journal*, 84(4), 409-422.
- Smith, R. A. (1987). A teacher's view on cooperative learning. *Phi Delta Kappan*, 68(9), 663-666.
- Wood, K. (1987). Fostering cooperative learning in middle and secondary level classrooms. *Journal of Reading*, 31(1), 10-19. •••

(Continued from page 93.)

- McBride, B. A. (1989b, April). *The effects of a parent education/play group program on father involvement in childrearing*. Paper presented at the Society for Research in Child Development Biennial Meeting, Kansas City, MO.
- McBride, B. A., & McBride, R. J. (in press). The changing roles of fathers: Implications for family life and parent educators. *Journal of Home Economics*.
- Minuchin, P. (1987). Schools, families, and the development of young children. *Early Childhood Research Quarterly*, 2, 245-254. •••

Are Workbooks Really Necessary?

Mary Ann Block
Department of Home Economics
Tarleton State University
Stephenville, Texas



As I remember workbooks from my own school days, I recall filling out my spelling workbook within 2 weeks. Condensing the supposedly 36 weeks of work into 2 weeks was not work. It required little effort and filled my time that was not otherwise engaged.

Did I learn from such a rapid endeavor? Did I forget the spelling or the definitions by the time the test was presented? Was the material presented on a low level that demanded little thought? These are difficult questions to answer. Perhaps I was good at memorization as are many students and the workbook filled my vacant study time. There may be many students who complete the exercises in workbooks yet do not learn very much as a result.

In home economics, as in other subjects, student guides or workbooks have proliferated. Do we really need them? Are they helpful in promoting and developing the attainment of meaningful concepts for students? Do they facilitate critical thinking? Are these essential materials (Harp, 1989)? The answers to these questions require careful consideration.

Learning that is meaningful comes from material that has relevance and importance to the student. Students retain concepts or ideas when they are used to help them achieve a desired goal or purpose. Workbooks have a tendency to be separate from the furthering of important ideas (Harp, 1989). Commercial materials or workbooks also have a tendency to not advance ideas (Durkin, 1976). We need to use the concepts of home economics in everyday life and to help our students to do so.

In reviewing some of the workbooks or student guides in home economics, there were many 'fill-in-the-blank' pages, scrambled words, diagrams, charts, questions to which answers must be found, cross word puzzles, lists to be straightened, definitions to be written, and small blanks in which to do it. Such teaching materials represent a large amount of seatwork. If this is knowledge worth knowing, can

home economists find more interesting, creative, innovative ways in which to present it? The answer is YES!!!

Students could write their own workbook pages. Ask the students to pick out the most important ideas from the assigned reading materials and present it to the class in another form. Not only is this a good review but it can be an evaluation technique. You may have to give them some ideas but once they have the idea students may be very creative with the material. Instead of a fill-in-the-blank question on the effects of egg, vinegar, and salt on metal (Lusteck and Bense, 1988, p. 51) students could demonstrate what actually happens to the different metals when exposed to different foods. Student demonstrations require a more thorough knowledge of the subject than the fill-in-the-blank. The teacher must give assistance to students and help them plan.

The study of place settings in foods classes is important for on the job work as well as serving a meal to a family. Drawing the place settings in the book to fit a certain menu has value but making the material real will probably have a more lasting effect. Students could illustrate and actually set the table for many different menus, situations, and places. Students could then be asked to evaluate the setting for efficient use of time and energy and on the aesthetic values.

The ages and stages of children could be more real by creating activities to actually use with children of different ages and abilities. Creating a 'quiet' book with learning activities which help children learn skills of dressing or by developing and equipping an inexpensive babysitters' kit would illustrate concepts of child development. These activities would require research as to age appropriate skills for the student to develop, and require the actual use and evaluation of the product. In place of fill-in-the-blank or true-false statements in a workbook, students could develop a babysitter's or child care handbook. The research and writing required by the students to complete such a project would be useful not only to the students but to others beyond the class.

There are many ways to make learning meaningful and useful to students. Hazel T. Spitze (1979) indicated that a variety of learning experiences can accommodate a large class or a small class, and slow, average, or advanced students. As teachers we need to

(Continued on page 88.)

A Phenomenological Platform for Teaching At-Risk Students

Marian White-Hood
Doctoral Student
University of Maryland

We are all functioning at a small fraction of our capacity to live fully in its total meaning of loving, caring, creating and adventuring. Consequently, the actualizing of our potential can become the most exciting adventure of our lifetime.

---Herbert Otto*

Taking a look at your life practice, beliefs, strengths, and feelings is an enabling process—one that stretches the existence and increases the capacity to live fully. This process leads to a phenomenological platform—a powerful theme for becoming. As a middle school teacher, I was committed to the process and now see it as a viable strategy for students who have been placed at-risk by peers, home life, overly formal education, and social pressures. These adolescents suffer from a barrage of injustices, mixed messages, misunderstandings, and ideologies. They sit now on the limb of misfortune, awaiting winds of temptation and challenge. What kinds of activities, strategies, and curriculum decisions will nurture adolescents through the winds and ground them in hope, vision, and desire for learning? How does the teacher (as mentor) teach, make decisions that will benefit all students, and stimulate the cavalry of thoughts in the minds of middle schoolers? Further, what occurs in the process -- for teacher and student?

Building upon the mission of home economics education, I focused upon the individuals at-risk and the family. I sought ways to empower these young adolescents, helping them realize their potentials and abilities. I wanted each to engage in meaningful activities for personal growth -- establishing goals, examining resources, making their own decisions, resolving personal conflicts, and becoming successful individuals and family members in a highly technological and impersonal society. The mission motivated me to move beyond the standard course of study to something more personally, professionally, and educationally demanding. I sought funding for special projects, developed my own hidden curriculum, and looked to family and community members for

support. Being "at-risk" was something that had been imposed upon the adolescents in the school -- like an injury of sorts -- the prognosis was good and I was challenged to explore a process that would awaken potential.

Moving beyond the confines of the classroom walls into the community -- society in miniature, my middle school students explored real-life situations and developed a clear view of the problems that exist now and possibly will persist into the 21st century. We turned to mass communication, explored news articles, stories on television, and movies that portrayed teenagers as confused, hostile, apathetic, and indifferent. Why are so many people in pain? What causes hurt and misery? What has the world become? What can we do to help? These questions paved the way for action. Realizing that young people can work on their own and along with adults, the students began to set goals. They wanted to help alleviate and eliminate some of the suffering that was so prevalent in the world.

Months passed and the phenomenological process took on new dimensions. We began to write poems, stories, and accounts of experiences. Middle schoolers talked more about the community and less about themselves. Concerned about such issues as human rights, ethnocentrism, violence, and help for the homeless, world hunger, and drugs, the students created mini-programs to address community needs. As each became more open to experience, current events, and conditions that were controlling and overpowering, stones were turned and students disclosed feelings of concern, empathy, appreciation for life, and respect. As they continued to work and discover together, cooperation and companionship grew stronger and more intense. Another dimension of the phenomenological process was reflected in aesthetic attunement. We began each class with a "thought for the day," a song of friendship, or a relaxer. Class sessions focused on:

- the communication of wants and needs
- living in the world
- social relationships
- increasing independence
- life plans -- work and the family
- community responsibilities
- financial fitness

Goals we shared include developing self-confidence, setting high expectations, coping, communicating, building self-esteem, and increasing basic skills. I wanted to model what was important -- what they wanted to know, learn and do. Open ended questions, end notes to the lesson, and humor offered warm closure.

Praise and positive reinforcement was first modeled by me then used by students to increase feelings of belonging and self-worth. Success stories were often shared and used as motivators on days when a warm smile or firm brow was just not enough. Further, using the names that the students wanted to be known by was important. Like sweet music to the ear, the sound of the right name reinforces student worth in the class.

About mid-year, students who had been enrolled in home economics exhibited positive thinking. We planned an "Attitude Assembly" with a special speaker. We gave out buttons and made posters for the school. A bulletin board was created to promote the attitude theme. Positive phraseology was encouraged -- students created their own list then used it on peers. They were not at-risk of failing, falling, or sinking into that imaginary pit that we tend to create when things go bad. Attendance had improved and students expressed sincere feelings about home economics.

Knowing the students allowed me to learn more about their families. The class planned special parent involvement activities such as a health fair, drug program, restaurant field trip, career day, and parent recognition day. We shared accomplishments that were the result of schooling and focus on family styles.

Middle school home economics had done it's work! Students demonstrated a greater awareness of the challenges of perennial and universal problems. They developed an appreciation for individual differences, while learning to cooperate and work together in teams. Many demonstrated the ability to set goals and follow plans through to completion. They began to understand and utilize humanitarian skills, while modeling character development skills. Further, the students in the home economics class experienced a sense of community.

By the end of the year, I was able to examine the phenomenological platform that prompted my being for and with the students in the first place. It was slightly tarnished -- by the bruises and bumps that appeared at different points during the year. However, it was more sturdy than before. I felt a deeper commitment to the students, a desire to continue our work, and appreciated myself as a teacher -- mentor -- and friend (to me). As for the students, they progressed to high school and a new chapter begins.

Stretching and working to capacity, the students know what individual potential is and how to use it. If used well, it will carry them a lifetime. They are also eager and excited as one door closes and another opens. I think about the year, the experiences, and our times in class activity together. I am reminded of the closing door, the phenomenological platform that we shared, and I say to each, "A window remains open for your return."

What we do in middle school, what we teach, what they learn, and what we give will follow them through life. The window remains open and students do return to relive, recall, review, revisit, and retool. What they leave and what they find when they revisit the experience of middle school provides the foundation for adult living.

*Herbert Otto, cited in Leo Buscaglia, *Love*. Holt, Rinehart and Winston Distributors. Slack Publishers, 1972. Page 31.

...

(Continued from page 85.)

In the future, we will have to consider other ways to make teachers aware of the newly created curriculum material. One present concern is that a number of teachers do not attend the annual conference and therefore are not exposed to the materials available. Research is needed to determine the usefulness of the materials.

Summary

The system currently used by vocational home economics to develop curriculum materials has been in development for approximately 19 years. In that time, curriculum development has moved from one person being responsible for producing a set of materials to expanded involvement of teachers, advisors, and a host of writers and editors. With the assistance of the Instructional Materials Laboratory, the Department of Elementary and Secondary Education, and committed home economics classroom teachers, curriculum development efforts in the state have grown into a responsive network of people who listen to the concerns of public school teachers and make a concerted effort to respond to their needs.

Reference

Instructional Materials Laboratory. (1987). *Scope and sequence for vocational home economics programs*. Columbia, Missouri: Instructional Materials Laboratory. •••

Challenges and Opportunities for Teaching Clothing in the 1990s

Betty L. Feather, Ph.D.
Professor and State Extension
Specialist
University of Missouri-Columbia



A shift in the population distribution in the 1990s will create additional challenges for the American education system. The focus of our challenge will be to provide a quality education, to prepare students with life skills, and to retain borderline students in school. For the next three decades, there will be a decline in the percentage of young adults under age twenty-five. In fact, for the first time in the history of the United States, elderly persons will outnumber teenagers. The prediction is that American women can now expect to spend more time caring for an aged parent than a dependent child. Education continues to be the most important service that the public can provide for the youngest segment of the population—those under 18 years.

Quality of education became a prominent issue in the 1980s. As a result in nearly every state, high school graduation requirements were increased. Some educators believe that today's younger generation will be the first in American history to receive a lower quality education than previous generations. While the percentage of the population that received high school diplomas rose from 24 percent in 1940 to 70 percent in 1981, currently one of every four freshmen—25 percent—does not graduate from high school (United Way, 1987). In some urban schools, more students actually drop out of school than graduate. This drop-out rate has serious social implications. High school drop-outs are far more dependent on social aid, such as welfare and/or unemployment compensation, and are much more likely to be involved in criminal activities than high school graduates.

It is predicted that employment opportunities in the 1990s will increase. More young adults should be able to find work because there will be fewer youth under age eighteen to compete with them. Job vacancies are expected to increase especially in industries that rely on young, low-wage workers—industries such

as tourism, food service, sales, and hospitality. Ninety percent of the new jobs will be in the service sector—from janitors to bank clerks, from computer repair persons to lawyers. Although jobs will be available, some observers fear that many of the nation's chronically unemployed will continue to be at a disadvantage because they lack training and because these jobs will be concentrated in suburban areas.

Female students should expect to be employed outside the home most of their lives. The growing number of working women may be the single most important change affecting the American work force. Current trends indicate that by 1995, women will constitute 47 percent of the work force. Women work due to economic need, because they are mainly responsible for their household, or because two incomes are necessary to ensure a middle class standard of living. Women's participation in the work force has affected family structure and the marketplace. While men have become increasingly more involved in child and household care, women seem to provide the greater proportion of care for elderly parents. These dually employed couples comprise a large, potential market for time-saving appliances, ready-to-wear clothing, convenience and commercially prepared food, and domestic help.

Challenges in the classroom

Research (Schultz, 1989) indicates that today's teenagers are realistic about the future. In the AHEA Survey of American Teens, teenagers voiced the importance of employment and indicated they understood that it takes two incomes to be economically viable. Life skills education is being funded in many states through the provisions of the Carl D. Perkins Vocational Education Act.

Life skills education includes concepts such as self-awareness, personal and family living skills, health and wellness, nutrition and foods, parenting education, consumerism, financial management, and career development. Home Economics teachers readily identify foods and nutrition, family and child care, and financial management as life skills areas, but are unsure about how to incorporate topics in other areas such as housing and clothing. It is our responsibility as educators to remind parents, administrators, and legislators that food is prepared in *homes*, families interact in *homes*, and individuals and families have to manage

finances to afford *homes*. To carry out all of these interactions, people wear *clothing*, and spend considerable time selecting *garments*, wearing, worrying about, and cleaning their *clothes*. Our role is to educate not only students but influential and interested others about the importance of education about *housing* and *clothing*.

The importance of personal appearance is well recognized in interpersonal relationships, in peer group acceptance, and in interviewing for employment. Researchers (Cash, Winstead and Janda, 1986) have documented that young people, compared to older people, are more dissatisfied with their appearance. We need to help students have realistic standards and goals with respect to their appearance and body-image. Through the press, and perhaps even personal experiences, we are aware that extreme dissatisfaction with one's appearance can result in serious physical conditions including anorexia nervosa and bulimia.

Students need help forming healthy attitudes toward grooming habits and taking care of personal clothing. Considerable amounts of time and resources are spent each week in laundering and grooming tasks. Many families can tell of the lessons in interpersonal relationships, family finances, and impression control that can be learned by self-examination.

Body image and appearance relate to nutrition and health. "You are what you eat." Everyone knows that calories count, but not everyone realizes that calories need to be burned to avoid weight gain. Exercise burns calories and also tones muscles for improved appearance and enhanced self-esteem. As students examine their eating patterns and exercise schedules, they may be able to see the relationship between diet and appearance.

Students today purchase most of their own clothing. How can we as teachers help them make informed decisions? Whether or not they are using their own earnings for these purchases, they will be disappointed when purchases do not meet their expectations. Because catalog shopping is so prevalent, it might be used as an easy way "to shop and compare" in your classroom.

To what extent are clothing career opportunities related to clothing discussed in the classroom? For example, in Missouri there are approximately 25,000 persons employed in the apparel industry—about the same number as are employed in the hotel and lodging industry. This number does not include people employed in retailing nor garment care industries such as dry cleaning, laundry, and alterations. According to Dickerson, Dalecki, and Meyer (1989) Missouri considers tourism a major industry but few people realize that apparel employs a similar workforce.

Another fast growing segment of the job market is in providing personal care services to elderly persons in their own homes or in institutions. In a recent study, Feather and Dillard (1989) found that in-home care aides were asked by elderly persons most frequently for assistance in housecleaning (96.8 percent), then personal grooming (92.6 percent) and third, laundry (89.7 percent). Assistance with dressing was the sixth most frequent request with 66 percent of the clients asking for that service. Pensiero and Adams (1987, p.11) noted that "Longevity of life has more value when there is quality to living, a sense of well-being, and some normalcy. Dress can be an important link to the outside world." We can help students understand that appearance continues to be important to most people regardless of age. Moreover, we can teach students about design features that will contribute to ease of dressing, ease of care, and yet not look "geriatric." Pensiero and Adams (1987) concluded that there is a great need for motivational strategies to encourage and help nursing home staff members. They found that elderly patients who dressed in their own day wear were treated differently from elderly who wore institutional clothing. But perhaps of more importance, elderly persons who were dressed in their own clothing showed greater independence and higher self-esteem. Many of our students will be working with elderly parents or clients in the future, are we addressing this need?

If you agree that clothing and textiles is a necessary part of life skills, then let's explore what is being taught in today's classroom. Remember as we teach, we are "modeling" attitudes and practices for our students to use.

Opportunities for clothing in the 90s

Naisbitt (1982) pointed out that interdependence builds understanding. Many times we think we know what other people do but it's only when we work with them that we begin to see things from their perspective. To help others better understand what we do, they need to be involved in our classrooms. Bringing resource people to your classroom not only enhances your classroom teaching, but also educates them about your program. They may become your best advocates.

Learning which is based solely on facts will soon be outdated. Toffler (1974) cited Lewis Carroll who said "That's why they're called lessons, ...because they lessen from day to day." Teaching strategies that rely on the four C's—comprehension, critical thinking, communications, and coping—rather than information dissemination, will more adequately prepare students for improved decision making.

You make many decisions about your clothing curriculum. What topics do you include? How much time

do you allocate on each topic? How do the topics taught and time spent compare to what you taught five or ten years ago? Interviews with teachers and teacher educators indicate that considerable time continues to be spent on garment construction. Ambry (1988) suggested that home sewing is more of a luxury activity today than one of necessity. Shouldn't we be teaching skills that students need? Is teaching clothing construction a wise use of our time when there are so many appearance related topics to be taught? Is it wise to spend the majority of the school clothing budget on new sewing machines and sergers?

As a State Extension Specialist for approximately 15 years, I have had considerable interaction with consumers. The greatest number of calls to Extension offices across the country relate to clothing care. Recently over 300 in-home health care aides were offered a selection of educational publications free of charge for completing a survey related to care of elderly persons. The most frequently chosen publication was a stain removal guide, followed by laundry procedures. The third and fourth favorite topics were "dressing slim, and "building a workable wardrobe". Elliott (1986) noted that nationally Home Economics Extension Program Leaders considered clothing consumerism a first priority and clothing maintenance, second.

An important aspect of the process of buying and using garments is caring for them. If consumers followed good laundry practices and understood how to use laundry products effectively many problems could be avoided. Excellent educational materials are available from the Soap and Detergent Association (SDA), individual detergent companies, laundry equipment companies and the International Fabricare Institute (IFI), as well as county Extension offices.

Several new text books include information related to buying and caring for garments and have organized content to include areas related to life skills. *Fashion* (Wolfe, 1989) focuses on six major areas which is consistent with the life skills focus: Clothes and Fashion (the importance of personal appearance and what it says about the individual), Apparel Industry (the production and distribution of merchandise), Textiles "Science of Apparel" (fibers, fabrics, and finishes), Design "Art of Apparel" (design principles, color, coordination), Consumers of Clothing (wardrobe planning, managing finances, labeling, maintenance), and Apparel Industry Careers.

As teachers, you deal with a variety of student ages and a diverse curriculum. Curriculum and learning activities need to be developed in sequence and built on previous learnings. For example, in junior high school it may be appropriate to discuss personal appearance and its relationship to others. At the senior high

school level, however, understanding the significance of clothing at different stages in life might be more appropriate. It is important that we address the scope of clothing content and not focus exclusively on one aspect, such as clothing construction, so that students have the life skills they will need in all clothing areas.

Many students we are teaching now are going to be living in 2050! We can be certain there will be a tremendous amount of change by that time. By teaching the 4C's—comprehension, critical thinking, communication, and coping—we will help students apply principles to new situations, make informed decisions, and cope with a changing world.

References

- Ambry, M. (1988, October). Sew what? *American Demographics*. pp. 36-38, 58, 59
- Cash, T. F., Winstead, B. M., and Janda, L. H. (1986). The great American shape-up. *Psychology Today*, 20(4), 30-37.
- Dickerson, K. G., Dalecki, M., & Meyer, M. (1989, July). Apparel manufacturing in the rural heartland. *Bobbin*, pp. 104-110.
- Elliott, E. A. (1986). Extension Textiles and Clothing in the Future. *Proceedings of the National Extension Workshop in Textiles & Clothing and 4-H Clothing & Textiles Curriculum*. Raleigh, NC: North Carolina Extension Service. 199-203.
- Feather, B. L., & Dilliard, B. G. (1989). In-home care aides' knowledge and perceptions of elderly patients' clothing needs. Paper presented at the meeting of the Association of College Professors of Textiles and Clothing, Atlanta, GA.
- Naisbitt, J. (1982). *Megatrends. Ten New Directions Transforming Our Lives*. New York: Warner.
- Pensiero, M., & Adams, M. (1987). Dress and self-esteem. *Journal of Gerontological Nursing*, 13(10), 10-17.
- Schultz, J. B. (1989). AHEA's Survey of American Teens. *Journal of Home Economics*. 81(2), 27-40.
- Toffler, A. (1974). *Learning for tomorrow*. New York: Vintage.
- United Way of America. (1987). *What lies ahead: Looking toward the 90s*. Alexandria, VA: Strategic Planning and Market Research Division.
- Wolfe, M. G. (1989). *Fashion*. South Holland, IL: Goodheart-Wilcox.

(Continued on page 109)

Adaptable Housing for Lifelong Needs

Patricia A. Tripple, C.H.E.
University of Nevada-Reno

Carole J. Makela, C.H.E.
Colorado State University



Patricia A. Tripple

This paper is based upon data collected as part of the Regional Agricultural Experiment Station project (W-176) "Housing and Locational Decisions of the Maturing Population: Opportunities for the Western Region."

Cited as the most important trend of our times is the aging of the American population. With aging comes the questions of how society will change from a youth oriented culture to one that has a more balanced mix of ages. From now and well into the next century, the most rapidly growing proportion of the population is the group over 75 (Figure 1). For the first time in American history, it is predicted that by 2030 the proportion of the population 65 and over will be similar in size to that segment under 17 (Figure 2). Nearly

Population 55 Years and Over

By Age
1940-2050

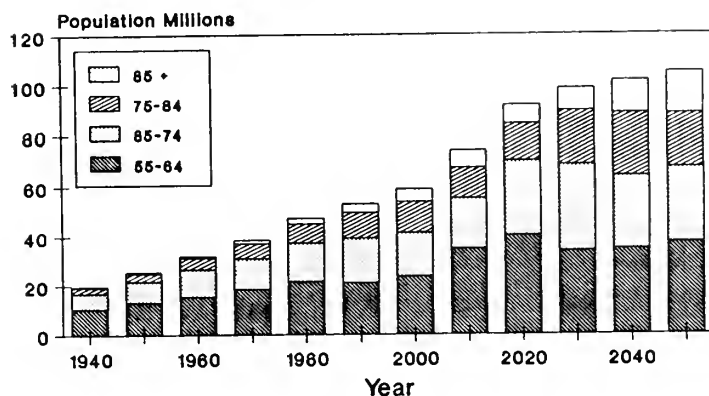


Figure 1. U.S. Senate Special Committee on Aging in conjunction with the American Association of Retired Persons, the Federal Council on Aging and the U.S. Administration on Aging (1989). *Aging America: Trends and Projections*, 1987-88 Edition. Washington, DC: U.S. Department of Health and Human Services, 11.

one half of the population over 65 has arthritis, three out of twenty have hearing deficiencies, and one out of ten has a visual impairment (National Center for Health Statistics, 1987). By age 85, one quarter of the elderly population needs assistance in walking, and 15 percent need assistance with bathing. At this later age, about 30 percent need help to shop and do household chores.

Children and Elderly in the Population Actual and Projected

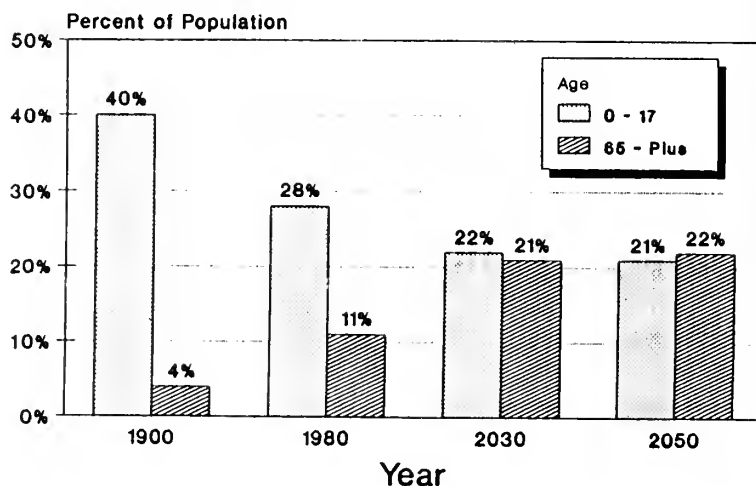


Figure 2. U.S. Senate Special Committee on Aging in conjunction with the American Association of Retired Persons, the Federal Council on Aging and the U.S. Administration on Aging (1989). *Aging America: Trends and Projections*, 1987-88 Edition. Washington, DC: U.S. Department of Health and Human Services, 13.

When people age they spend more time at home and lose agility, mobility and sensory acuity. As a result, housing needs change, making the match between the physical environment and physical capabilities increasingly important. A well planned, pleasant environment can compensate for mobility and sensory losses. Thereby allowing people to maintain independence in their own homes with greater feelings of security and lessened fear of accidents. Winston Churchill (1944) said, "We form our buildings and then our buildings form us."

With the graying of America, attention needs to be given to the desired lifestyles and habitats of retirees. The expectations of the pre-retirement population during their retirement years gives direction to the services and facilities needed. The views of pre-retirees related to housing and (locational) decisions were studied by a cadre of researchers from nine mid-west and western universities (Makela, 1989). All

university employees aged 40 and over were sampled and sent a questionnaire. Most respondents (62 percent) were faculty, administration or professional within the university. The remaining were clerical (19 percent), and maintenance, technicians, and crafts (20 percent). The major findings from 5,662 persons (Makela, 1989) were:

1. **Anticipation of retirement:** Fifty percent of the respondents held positive attitudes toward retirement. A few (12 percent) indicated they were not looking forward to leaving university employment. The remaining were neutral about the event.

2. **Retirement decisions:** Forty-four percent had decided where to retire; 38 percent when to retire; the remainder had made neither retirement decision.

3. **Community Preference** Present community was the favored retirement choice. Only one-third indicated they would like to live somewhere other than their present community.

4. **Geographic preference:** Areas near water (ocean, lake, river) (rather than the desert), mountains, and trees were preferred. Although altitude preferences were not often noted, when expressed, they were state specific. Respondents from Oregon and Washington for example, clearly preferred low altitudes while respondents from Colorado, Nevada and Utah preferred high altitudes.

5. **Location of residence:** Most (45 percent) of the respondents in all states preferred living year-round in one location. During the first ten years of retirement, a small town away from the largest city or in the county was preferred. The second choice was a rural countryside less than 20 minutes from the largest city.

6. **Desired population age mixture:** The choice of neighborhood age mix was to have all ages represented. With advancing age, more pre-retirees believed they would like to live in a neighborhood of peers.

7. **Community characteristics:** Regardless of the retirement location, community facilities are important. Ninety-six percent indicated medical facilities as an important service. Facilities for limited surgery available within 20 to 30 minutes by car from their retirement home was the minimum acceptable standard. Slightly fewer respondents desired to have facilities for general surgery available. Other services in order of importance were library, recreation and shopping malls.

8. **Housing structure preference:** The single-family house was the housing structure preferred (77 percent).

Future Housing Patterns

With the preference for and existence of such a predominance of single-family housing units in this

country, the question becomes one of how preference and inventory can be brought together to provide suitable housing for an ever increasing aging population. The authors are proposing four situations for the future. These were developed based on current trends and preferences, the desire to keep people in their homes as long as possible, and their adaptability for varied structure types (apartments, mobile homes, townhouses, etc.). It is recognized that there is no one best alternative but rather a variety of choices to allow the diverse aging population to have suitable housing and related services reasonably priced. Variety is also essential to provide for changing lifestyles of today's sixty year olds compared to those who reach 60 in 1960 and those who will reach 60 in 2020.

The four housing patterns proposed to address the graying of America are: an ageless house, a high-touch house, an electronic house, and a sun city in each state. Each has unique characteristics.

Ageless House. The ageless house is most similar to present day houses. Many of the features needed are the same as today's barrier free house. The concept of ageless housing is important because it avoids labeling either the housing or its residents as different from others. People resist different housing either to live in or in their neighborhoods as it conjures up negative stereotypes that often are far from reality. Instead of being for the handicapped only, ageless houses provide safety, security and support services in all ages. Major requirements are:

1. No steps at the entrance or between living areas
 2. Doorways 36 inches wide
 3. Halls 36 inches wide
 4. Turning area in each room of 54 inches
 5. Accessible bathroom facilities
 6. Grab bars in bathrooms for shower, tub and toilet.
- Amenities to accommodate restricted reach and enable independent living are also needed such as a voice or motion-activated lock and lighting system or electrical fixtures within reach when seated. While these items are usually recommended for the elderly, they are just as useful to people of all ages. The teenager who is crippled by an auto accident, the pregnant woman or even someone carrying groceries will find it easier and safer to maneuver in wider, well lit halls, with door levers and no steps.

High-Touch House. The high-touch house provides an added dimension to the ageless house. When the house alone no longer provides sufficient support and assistance with daily living, the time for the high-touch house has arrived. Sometimes, all that is necessary is to rearrange the housing plan to accommodate another person in the household to care for the incapacitated person. Private space is mandatory for

each household member while maintaining communication between the person who needs help and the care-giver. Providing a bell to call the care-giver may be all that is needed. Intercoms and alert systems are other alternatives. This environment also requires some built-in mental stimulation; for example, windows to see what is happening out-of-doors or a patio to sit in the sun or smell the freshness after a rain. Access and suitable furnishings to allow the care-receiver to interact with others in both living and sleeping spaces are important. Adjacent bathroom facilities are also a basic requirement.

Electronic House. The electronic house provides limitless options. Electronic technology in the home can control and monitor equipment and systems as well as aid in communication. Electronic automation, communication, and entertainment/instructional systems are available. These may be a whole house system or specific purpose units for certain functions (security, etc.) or a combination thereof. Automation systems allow the dweller to monitor and control interior climate, lighting, appliances and equipment and home security by either pre-programming or on demand control from locations away from the functioning device. For example, light may go on as one enters a room and shut off after a delay when one leaves. The level of lighting may be determined by the available natural light and/or the usage of the area. All are intended to increase the comfort, safety and security of the home dweller. Electronic communication enable off-site and/or message transmission to other locations to alert emergency centers, relatives or neighbors of fire, changes in heart function or a fall.

Sun Cities. Sun cities have been developed around the idea that certain people are attracted to their ideal climate (which may be either warm or cold weather oriented), related recreational and leisure time opportunities and an age range that excludes young families. Often this latter characteristic is used as a selling point that taxes will be lower than surrounding areas as schools will not be part of the community. These communities also allow service providers (transportation, physicians, attorneys, etc.) and retailers to specialize in and meet the needs of an older population.

Sun cities are a collection of ageless, high-touch and electronic houses for people 55 years of age and over. The recreation, medical and shopping facilities are in close proximity. The residents often share similar interests such as golf, cards and dancing. Occupational backgrounds and income may also be similar. A full range of housing types, the single-family unit with no related services, apartment units with meal service and housekeeping and full care nursing homes, are available to meet varied needs. Each state

would support at least one sun city for its older citizens to make recreation, shopping and medical care readily available and cost effective.

A person's needs and resources will differ in each succeeding decade from ages 60 to 100. Housing must be adaptable. This may be in terms of changes in the design and equipment or ease of superimposing needed services. Whether there will be the variety of housing options available at the appropriate time, place and price is unknown.

Classroom/Student Activities (Learning Strategies?)

Each student should become familiar with the restrictions of a wheelchair, walker or crutches. Several activities make this possible. The most meaningful is to have a wheelchair so that the student can evaluate maneuvering space required. The student should sit, work at a counter, travel from room to room, go outside and especially use the bathroom, kitchen and laundry facilities to see the difficulty of propelling the wheelchair in restricted places. The personal needs for assistance in and out of a wheelchair must be considered. If a wheelchair is not available one can be simulated using a straight chair plus cushions to show how much additional room is required for the wheelchair. Students may also explore the school and classroom for the barriers to the wheelchair bound student, teacher or visitor.

A second activity is to evaluate their home as to ageless house requirements to determine useability. The following measurements should be made to see if their home is barrier free: (1) exterior walkway; (2) exterior entrance; (3) interior hallways; (4) interior doorways, especially those to the kitchen, bath and bedroom; and (5) height of storage shelves and drawers, work counters, light switches and electrical outlets. After the students determine the most often missing barrier-free features, invite a builder to discuss (1) the cost of adding these amenities when the house is first built and (2) the cost to add the features after the initial construction is completed. Students can also use their ingenuity to develop low cost ways to make adaptations for the ageless or high-touch house. Another aspect of usability is to consider the needs of a person who is bedridden (young person after an auto or diving accident or an elderly person after a serious stroke) and their care-givers (assist in and out of shower, car, bed, etc.).

A group think tank is a third activity to give students opportunity to improvise on their own. Groups would enumerate features to enhance the livability of the electronic, ageless and high-touch houses. A follow-up search of the literature to see what professionals envision as housing for the elderly would broaden the students' perspective. Competition be-

tween groups could be introduced by giving bonus points to the teams whose list is judged best by a panel of elderly persons who are living in each type of house. As an alternate or in addition, students could visit area stores to see which electronic technologies identified in their think tank groups are available in the community and compare costs.

For a fourth activity, design a sun city for the state. What activities does the location and climate encourage (golf or snowmobiling, gardening or boating, bridge or horseshoes, etc.)? How should the community and the housing units be designed to effectively accommodate interests and needs of the residents both when they are couples in their late fifties and sixties as well as when they are widows 70 and older? This design may be a narrative description of the community and its housing, a blueprint type layout of the community, its housing, facilities, etc. or a three dimensional model of the community.

Inventorying housing options in the community would be another way to involve students. Residents or grandparents could share their experiences or be interviewed to determine reactions to living in shared housing, auxiliary homes, group homes, retirement communities, residential hotel or rooming house, nursing home and recreational vehicle parks.

Lastly, students could explore job and career opportunities in housing that are used by the elderly population.

If you want to read more about the changes in housing for the aging population the following references are suggested.

Dychtwald, K., & Flower, J. (1989). *The age wave: The challenges and opportunities of an aging America*. Los Angeles: Tarcher, Inc.

The Futurist, a journal of forecasts, trends and ideas about the future.

Smith, R. L. (1988). *Smart house: The coming revolution in housing*. Columbia, MD: G. P. Publishing.

Pamphlets from American Association of Retired Persons and from the American Telephone and Telegraph Corp.

References

Fitzgerald, F. (1986). Sun City - 1983. In *Cities on a hill*. New York: Simon & Schuster, 203-243.

Makela, C. (Ed.) (1989). *Housing and locational decisions: Thinking ahead to retirement*. Fort Collins, CO: Colorado State University.

National Center for Health Statistics. (1987, October). Current estimates from the National

Health Interview Survey, United States, 1986. *Vital and Health Statistics*, Series 10, No. 164.

U.S. Senate Special Committee on Aging in conjunction with the American Association of Retired Persons, the Federal Council on Aging and the U.S. Administration on Aging. (1989). *Aging America: Trends and Projections, 1987-88 Edition* Washington, D.C.: U.S. Department of Health and Human Services, 11.

U.S. Senate Special Committee on Aging in conjunction with the American Association of Retired Persons, the Federal Council on Aging and the U.S. Administration on Aging (1989). *Aging America: Trends and Projections, 1987-88 Edition* Washington, D.C.: U.S. Department of Health and Human Services, 13. •••

(Continued from page 105.)

Resources

The following companies or associations have educational materials available that are suitable for use with high school students. Write and request their list of educational resources and associated costs.

American Apparel Manufacturers Association, 1611 N. Kent Street, Arlington, VA 22209.

American Fibers Manufacturers Association, Inc., 1150 17th Street, N.W., Suite 310, Washington D.C., 20036.

American Textile Manufacturers Institute, 1801 K Street, N.W., Suite 900, Washington D.C. 20006.

The Clorox Company, Consumer Services Department, P.O. Box 24305, Oakland CA 94623.

Cooperative Extension Service, county or state land-grant university.

Faultless Fabric Care Institute, P.O. Box. Box 3431, Chicago, IL 60654.

International Fabricare Institute, The Association of Drycleaners and Launderers, 12251 Tech Road, Silver Springs MD 20904.

Lever Brothers Co., Consumer Ed. Dept., Box 576 SDA, 390 Park Avenue, New York, NY 10022.

Maytag, Consumer Education, One Dependability Square, Newton, Iowa 50208.

National Cotton Council of America, Box 12285, Memphis TN 38112.

Proctor and Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214.

The Soap and Detergent Association, 475 Park Avenue South, New York, NY 10016.

Texize, Division of Morton Thiokol, Inc., Consumer Affairs Dept.- Box SDA, P.O. Box 368, Greenville, SC 29602. •••

Families Coping in a Technological Society

Jillian R. Boyd
Co-ordinator, Home Economics
School of Education
University of Western Sydney, Nepean
Australia

*Paper taken from the Conference Proceedings of the
5th Biennial Conference of Asian Regional Association
for Home Economics, Singapore.*

Introduction

In this paper technology is taken to mean the application of scientific knowledge, skills, attitudes, processes and techniques to solve problems in everyday living. These problems come about as people interact with all aspects of their physical and social environments. Technologies are created from a series of specific decisions made by particular groups of people, in particular places, at particular times, and for their own purposes (Wajoman, 1987). In this sense then, technology reflects how power is distributed in a society. Women, for example, have and continue to be under-represented and excluded from decision making about technology.

As a society develops, the role of technology increases both in scope and depth. It is through technology that societies are able to become more complex and to grow. New ways of doing things are found. Technological change is the name given to the process by which new replaces old. The past century has seen technology assume great importance and dominance in most people's lives. They have learned to pin their faith on the idea that technology will provide a seemingly endless supply of new materials, sources of power, knowledge, processes and tools (Coombs, 1985, p. 5). They have observed how technological development has enriched human lives by providing more choice in goods and services, and healthier, more comfortable lifestyles. In such a climate it is very easy for people to overlook that science and technology are not able to solve every human problem nor are science and technology synonymous with human progress. Human beings are far more than tool-making and consuming animals (Jones, 1982, p. 211). We have attributes like emotions, language, tradition, religion,

myth and understanding. These kinds of human attributes play an important part in bringing meaning and quality to our lives.

What are the Broader Social and Economic Effects of Technology?

To appreciate the effects of technology on families, it is important to consider first the broader social and economic contexts.

The history of technological development shows it to be a mixed blessing for most people. The widespread adoption of new technologies brings about social and economic changes which are on the one hand beneficial, and on the other, harmful. This dichotomy comes about by the choices people make in using a specific technology rather than something inherent in the technology itself.

I recently read the report of the World Commission on Environment and Development (1987) called *Our Common Future*. It is a powerful message and I recommend its reading to all home economists. The Commission was set up as an independent body of the United Nations in 1983. Its report shows that the human race continues to be threatened by nuclear weapons and the arms race. People are suffering and dying from inadequate provision of their basic needs while millions of dollars a day are being spent on technologies of violence (Fazal, 1985, p. 142). The life support systems of our natural environment are becoming increasingly damaged by human activity, principally by people in the more technologically advanced nations. Natural forests in places like the Amazon Basin, Africa, Asia and Australia are disappearing rapidly. As more people seek farm land, especially in marginal agricultural areas, soil erosion and salinity become more widespread. The burning of fossil fuels (coal, oil and gas) releases billions of tons of carbon dioxide and other gases into the atmosphere each year. Scientists now appear to agree on the global warming theory which says that world temperatures are increasing. It is believed by some that in our children's lifetime there will be adverse consequences, for example, on national economies, agricultural production and human habitation in coastal areas (The World Commission on Environment and Development, 1987, p. 2).

The still widespread use of chlorofluorocarbons in a range of consumer products, such as refrigerants and aerosol packaged household products, is depleting the ozone layer around the earth. As a result, more ultra-

violet radiation from the sun is reaching the earth's surface and increasing our risk to skin cancer. The food chain, including fresh water and marine environments, is being seriously upset by agricultural/industrial toxic substances and household waste. For example, industrial pollution in the form of acid rain is destroying forests and water environments in places like Canada and Europe.

In 1989 the world population is estimated as slightly more than 5 billion people (United Nations, 1989). The present population growth rate, if it continues, will increasingly deplete the finite resources of our natural environment and undermine the efforts of many nations to raise their people's living standards. The World Commission on Environment and Development (1987, p. 8) advises us to address this global problem by using technology to advance development in ways that meet the needs of people today without compromising the ability of future generations to meet their needs. I'm sure you will agree that this represents an enormous challenge! It transcends national boundaries, demands greater international cooperation, and implies that affluent nations will have to adopt ecologically sounder lifestyles as well as a more considerate view of the development efforts of poorer nations. In regions where population growth is of concern, future growth rates will need to be at a level that the prevailing environments can comfortably sustain.

I have just presented a gloomy picture of the present and future. The good news, however, is that the report of the World Commission on Environment and Development (1987) is optimistic. It makes a special point of showing world-wide trends of improvement in the provision of mass education, adequate nutrition, and health services. The Commission sees this and increased technological know-how as having the potential to lead people to make better use of available resources.

Communication technology like satellites, television and modern telephone systems is one major impetus for drawing people throughout the world into closer social and economic interdependence. It also enables many people living outside Asia to see the rapid technology-driven social and economic transformations that are occurring in this region. We see that the Asian region reflects wide diversity in technological development. This ranges from still predominantly agricultural economies, to those becoming more industrially based, and others that are industrially dominant. Then a number of Asian nations are into a post-industrial era where services like education, administration and transfer of information will dominate employment (Jones, 1982).

How are Families Coping with Technology?

Family studies research consistently demonstrates the resilience of families as social systems. The fact that families in one form or another have endured through the centuries bears strong testimony to this point. Most families are able to adapt reasonably effectively most of the time to changing environmental circumstances including changes brought on by new technologies. This adaptiveness is greatly enhanced when families have access to appropriate technology education, training and information, and when family communication is effective.

Families are not passive receivers of technology. Rather, they are active agents in their technological environment. By this I mean families interact with it by influencing, to varying degrees, how technologies will be used and to what extent, if at all. Nevertheless, families' control over technology is generally most effective at the level of the household and local community.

One major challenge at present for families in technologically advanced nations is to redefine the nature, quality and meaning of work and leisure due to major restructuring of industry and increasing automation (Williams, 1983). In this transition period, groups with limited formal education and none of the newly desired job skills are very vulnerable to unemployment; women are one such group. The notion of "one job for life" is fast becoming a thing of the past, and increasingly education and training will become a lifelong process (Eckersley, 1987, 1). Average working hours are decreasing in many countries. Leisure and recreational services have become a flourishing business area. We are seeing more professional people working from home with the aid of telecommunications and personal computers. There is growing demand for permanent part-time employment especially in two income families with dependent young children.

A worldwide trend toward urbanization is seeing people moving away from rural areas to live in cities because they are primary centers for technological advancement and job opportunities. In some developing countries it is the husband-fathers who usually come to the cities leaving behind their wives and children. These often long separations are detrimental to family life and are reflected in the growth of female-headed single-parent families living in poverty. In many cities, but especially in the Third World, the swelling city populations are putting enormous strain on community services. Housing is one major social problem. Homelessness and families living in appalling makeshift shelters in vast slums on the fringes of cities are just two by-products of rapid urbanization. For many other urban families world-

wide there is concern over having to live in cramped high-rise apartment buildings that are not conducive to quality family life.

The fast pace of city living frequently leads people to feel alienated. They have less time and opportunity to relate closely with their families and local community. Traditional family and community values and roles are challenged. The higher cost of city living is a major reason for the sharp worldwide increase in the proportion of married women with dependent children having paid employment outside the home. Child care in these circumstances is frequently a worry for parents as many don't have relatives to care for their children while they are absent from home. Community child care facilities are often non-existent, inaccessible, inappropriate or expensive.

People often feel overwhelmed and worried when they sense their world is changing at a faster rate than they can accommodate or when the changes about them are contrary to their personal and family values. For example, in Australia there is growing community disquiet about the expense and dehumanization of "high-tech" health services. There is concern that technology is advancing at a faster rate than associated public policy, especially in morally controversial areas like in-vitro human reproductive technology (Kirby, 1986).

Look around in your home community and you will likely see many examples of individuals and families who are struggling to cope effectively with the magnitude of change and uncertainty in their daily lives. It is possible to think of families as requiring both stability and change in order to develop and adjust to changing environmental circumstances (Paolucci, 1977, p. 22). Each family has its own optimal mix of stability and change for effective functioning and seeks to operate at that level. Too many changes, especially rapid change, can seriously damage or even destroy a family's coping ability. This situation contributes to a wide range of individual, family and social problems. Mental health disorders like anxiety, aggression, depression and drug abuse are common in families living in materially affluent countries. Family violence, instability and breakdown are also common. In many Western and now in some Eastern countries, nutrition and life style-related health problems such as obesity, diabetes and heart disease represent significant social concerns.

Much of the physical drudgery of housework has disappeared for some people due to reticulated electricity, water and sewerage services in households, and a supply of mass produced appliances like refrigerators, ranges, and washing machines. Generally, however, married women continue to have primary responsibility for housework and child care even when

they have full-time paid employment outside the home. This double burden of many women is frequently at a high cost to their health and well-being. Better nutrition, health services and overall living standards are reducing infant mortality and death of women in childbirth. Life expectancy is increasing in many countries and is reflected in the sharp rise in the proportion of elderly citizens especially in countries like Singapore, the Philippines and Hong Kong. This, in turn, gives rise to new resource demands in both families and communities.

The impact of technology in the everyday lives of families can be quite dramatic. Think about the difference in quality of life and work roles that are brought about when Asian rural village families acquire for the first time a clean, safe and reliable water supply. Consider the many ways your family life was altered when your family obtained a television, telephone or car for the first time. How did your family relationships change? How did other social relationships change?

With technological development comes increased family expectations for what is wanted from life especially in regard to goods and services. Unfortunately family choices are not always health enhancing. We only have to investigate the effect on babies' health when mothers in developing countries switch from breastfeeding to infant milk formula or the impact of cigarette smoking on human health to be convinced of this point (Fazal, 1985).

What Are the Implications for Home Economists?

The worldwide development of the home economics profession has in many ways been facilitated by the use of technology to improve the quality of family life. Home economists have been in the forefront of household-targeted technology transfer by disseminating information and teaching new skills (Thompson, 1984). There is much that we can be proud of; however, we have also been criticized for promoting environmentally unsound products and services or technologies that are inappropriate to our clients' best interests. Home economics professional practice is at the interface between scientists/technologists/marketers and individuals/families as consumers. Our professional role is socially sensitive; it requires us to have up-to-date technological know-how and clear ethical standards so that we can present strong advocacy on behalf of families in our communities. What, then, should be our priorities? I wish to offer four recommendations for your consideration:

1. In order to maintain our credibility as family service professionals, each of us has to accept personal responsibility for continuing our professional

development about new technology especially that which is targeted specifically at the household. In addition, we need to investigate ways in which the new information technologies can extend home economics career opportunities, enhance administrative effectiveness in our work places, and generate better ways of communicating with our clients (Thompson, 1984).

2. As individuals and as members of home economics associations, we need to think critically about technological development from the perspective of its impact on family life. It is always difficult to anticipate the consequences of technologies on families and society overall; nevertheless, we will be increasingly challenged to deal with the moral and ethical issues raised by them. We, therefore, need to have a vision of what is a reasonable way for families to live (Reiger, 1986, 17).

- What kind of families, child rearing, homes, work, schooling and communities do we want in our particular national/cultural context?
- How can we ensure that women and girls, the young and the old, the poor, and the disabled have greater equality of access to technology education training and decision making?
- How can we see that technological development has minimal costs to the dignity, autonomy, privacy and intimacy of family life?

That vision can then be used as a basis for developing a code of ethics for the home economics profession and for generally guiding our personal behavior in professional practice (Quilling, 1988).

3. As individuals and as members of home economics associations we need to resist passive acceptance of technology. We have a responsibility to participate in community decision making about it rather than just accept what we get! That means we will have to become politically astute so that we can work effectively within our nation's existing institutions, laws and procedures (Slimmer, 1986, p. 5). We should also aim to have home economists represented on key family life related committees and organizations, and to have home economists employed in the initial development stage of household-targeted technologies so that appropriate applications can be found. A home economics research emphasis on the impact of technology in families will enable us to become better informed about health risks, stewardship of the natural environment, and effects on traditional family values and quality social relation-

ships. Such research will also enable us to be more effective advocates for families.

4. Home economics has a critical educational role to play in assisting families to adjust adequately to, take advantage of, and contribute toward technological development. This can be done through formal and informal education aimed at empowering people to shape the future in which they wish to live. In home economics practice we specifically seek to assist people to achieve personally satisfying and socially responsible everyday lives especially in the contexts of their homes and families.

A vast array of technologies continue to target families as ultimate users. On reading the home economics syllabi for schools in Singapore, I noted that teaching-learning related to technical decision making and technical skills in using equipment and materials are emphasized. Is this enough? Our students will be living most of their lives in the twenty-first century. They will have to make very difficult choices about the use of technology. They will have to cope with rapid change, great choice complexity, and uncertainty. There will be very few universally right ways of doing. They will have to find defensible, appropriate ways of acting, given specific contexts including the values of those involved.

Home economics school classrooms need to be places where students not only learn to feel confident and be competent in using technologies but are encouraged to test and evaluate them. A major teaching-learning emphasis should be on developing students' abilities to make defensible decisions and to participate in social decision making. Underpinning this should be an emphasis on developing students' reasoning abilities to aid their choices. I believe children are "natural philosophers"; asking how, why and especially why not questions comes readily to most children. We can build on this capacity by developing our students' abilities to think critically about what is taken for granted, the everyday and the ordinary. Fortunately for us many excellent ideas for assisting teachers to develop their students' reasoning skills have been published over recent years in home economics and education journals.

Conclusion

I have tried to raise some issues about the role of technology in family life and its implications for us as home economists. I hope we will continue to think

about these issues, and to debate them with fellow conference participants and people in our home countries. There is a great deal of work to be done in the worldwide home economics profession if we are to continue to serve families effectively and gain/maintain public confidence and respect.

References

- Coombs, H. (1985). *Science and Technology - For What Purpose?* Canberra: Commission for the Future, Australian Government.
- Eckersley, R. (1988). *Australian Attitudes to Science and Technology and the Future*. Canberra: Commission for the Future, Australian Government.
- Fazal, A. (1985). The impact of technology on human welfare. *Illinois Teacher of Home Economics*, 28 (4), 142-146.
- Jones, B. (1982). *Sleepers, Wake! Technology and the Future of Work*. Melbourne: Oxford University Press.
- Kirby, M. (1986). Human rights - the challenge of the new technology. *The Australian Law Journal*, 60, 170-181.
- Paolucci, B., Hall, O., and Axinn, N. (1977) *Family Decision Making: An Ecosystem Approach*. New York: Wiley.
- Quilling, J. (1980). Ethics: The hidden dimension of home economics. *Journal of Home Economics*, 80 (4), 33-36.
- Reiger, K. (1986). Technology and the family. *Journal of the Home Economics Association of Australia*, 28 (2), 17-19.
- Slimmer, V. (1986). The impact of the information society on home economics. *Journal of the Home Economics Association of Australia*, 28 (2), 2-8.
- Thompson, P. (Ed) (1984). *Knowledge, Technology and Family Change*. Yearbook 4, Washington, DC: Teacher Education Section, American Home Economics Association.
- United Nations Information Service, Sydney, Australia. Telephone Enquiry.
- Vaines, E., Badir, D., and Kieren, D. L. (1988). The reflective professional: Reflecting on helping for the 21st century. *People and Practice: International Issues for Home Economists*, 1 (1), 1-37.
- Wajoman, J. (1987). Technology - For what? *Current Affairs Bulletin*, 63 (8), 28-31.
- Williams, C. (1983). The "work ethic", non-work and leisure in an age of automation. *Australian and New Zealand Journal of Sociology*, 19 (2), 216-237.

World Commission on Environment and Development (1987). *Our Common Future*. New York: Oxford University Press. •••

Annual Home Economics Education Alumni Conference

March 10, 1990
9:00 a.m.—3:30 p.m.

Meet in Room 22, Education Building for coffee and rolls. Program and lunch to follow. Alums come and bring your friends.

Everyone Welcome.

We would like to hear from you by
March 2, 1990.

Send registration of \$9.00
(including lunch) to:

Mildred Griggs
351 Education Building
University of Illinois at Urbana-Champaign
1310 South Sixth Street
Champaign, IL 61820

Community Meetings: A Tool for Assessing Local Needs

Sally J. Yahnke
Instructor
Colorado State University
Fort Collins, CO

Emma J. Gebo
Chair and Associate Professor
Idaho State University
Pocatello, ID

Cathleen T. Love
Associate Professor
Colorado State University
Fort Collins, CO

Introduction

The planning of secondary programs is an ongoing process. Throughout the process, attention needs to be given to conditions in society that affect individuals and families, developments in education that affect all subject areas, and advances in knowledge that influence planning the direction of secondary programs (Hughes, Kister & Smith, 1985). Home Economics Education has been challenged by the federal government to prepare individuals for the occupation of homemaker. In making decisions about what that role entails, curriculum developers must go to many sources to find viable information. The three most important are learners, community members, and subject matter specialists.

Curriculum experts over time have endorsed the importance of using the community to develop curriculum. By knowing about the community and the needs and concerns of community members, the school can better meet the needs of learners. The educational agencies within a community need to cooperate in assessing educational needs, establishing educational goals for different agencies, selecting appropriate curriculum designs and learning experiences, and evaluating outcomes.

Vocational educators have always used advisory committee members from the community as a panel of experts to determine what needs to be taught in the curriculum. Business and community leaders are often asked to be part of that panel of experts. In home economics, the community members who are the panel of

experts are also members of families. With consumer and homemaking as the focus, home economics has the unique position to rely on leaders in industry, business, education, etc., that are also members of families. They face the challenges on a daily basis of being a member of a family and of the work force, both concerns of home economics. Several curriculum experts recognized the need for community involvement and to evaluate contemporary life and how it affects the learner (Tyler, 1949; Taba, 1963; Zais, 1976; Brown & Paolucci, 1979; Tanner & Tanner, 1980; Saylor & Alexander, 1981; Knorr, 1986; Thomas, 1986; and Glatthorn, 1987).

Knorr (1986) believed there were benefits and advantages to be gained from the involvement of people in examining curriculum. She stated, "such involvement can alert curriculum builders to conflicts and the need for their resolution, enable curriculum developers to see through the eyes of learners and the public so as to be ready to make relevant curriculum choices" (p. 71). In home economics the primary concern is about the needs of families. By involving the public in determining these needs, a knowledge base of what families are facing is established. Using this knowledge base, teachers can address areas of concern which students will need preparation for to be successful members of families and society.

This article presents a complete plan for conducting community meetings to obtain input from members of your community. The community meetings can help to identify concerns and challenges faced by individuals and families today which should appropriately be addressed in home economics curriculum.

As you plan for the community meetings, keep in mind ways that you might be able to utilize your FHA-HERO Chapter to assist with the meeting and also to promote your program. Perhaps the chapter members could provide child care for the children of meeting participants and also provide refreshments as a class or chapter project.

Conducting the Community Meeting

This article presents suggestions and format for community meetings to discuss the home economics curriculum. Such information can be used to help you plan and conduct your community meetings. It is highly recommended that particular attention be paid to the ethnic, racial, gender and economic mix of your local

area when inviting community participants. Work with your administrator to get him/her to co-sign the letter of invitation.

Lesson Plan for Community Meeting

Teacher Objectives:

1. To informally validate/update concerns to be addressed in home economics curriculum content.
2. To create an awareness of the home economics program in a cross-section of the community.

Supplies needed for 20 community members:

- 20 name tags (25 are provided)
- 20 pencils (25 are provided)
- 20 individual response sheets (6 for each person, enough for 25 people should be provided--have the response heading on each sheet).
- 30 content area summary sheets (6 should be provided for each group of 5 people with the response heading on each sheet).
- 6 sheets newsprint (at least)
- 5 felt tip markers (one for each group assuming 5 people/small group)
- drafting tape
- participant information sheets (have each participant fill one out)
- refreshments

Steps:

1. Select individuals to participate in the community meeting. You may decide to use members of your vocational advisory committee as a core. Participants might include parents, a principal, a superintendent, former students, current students, business people, school board members, a media person, a legislator, people over 65, a person representing special needs, and a single person. Include various income levels and both males and females. Identify enough "extras" that you'll be sure to have at least 20 at the meeting. Consider teen parents, single parents, blended families, and the ethnic make-up of your community when identifying participants.
2. Set the time, date, and place of the meeting. Plan for 1 1/2 to 2 hours maximum. Work with your school administrator to plan the meeting.
3. Send out letters to invite participants. The letter should be signed by the principal or superintendent and the home economics teacher. A sample letter is included in this article.
4. At the time of the meeting provide name tags for each person.
5. Introduce each person to the group, or use some kind of an informal introductory activity so that each person is introduced.

6. Tell the group why you want them to help you. The purpose of this meeting is to list the challenging concerns and life decisions related to individual and family life that should appropriately be addressed in the home economics curriculum. Keep in mind the American Home Economics Association definition of family, and the statement that "everyone is a homemaker." See the suggestions for an introductory statement that follow the sample letter.

7. Hand out six (6) response sheets to each person. The six headings/questions are:

- 1) What are major challenges faced by individuals and families in regard to children, parenting, and family life?
- 2) What are major challenges faced by individuals and families in regard to coordinating work and family activities and responsibilities?
- 3) What are major challenges individuals and families face in meeting their housing and shelter needs?
- 4) What are major challenges faced by individuals and families in regard to meeting clothing and wardrobe needs?
- 5) What are major challenges faced by individuals and families in regard to meeting their financial needs?
- 6) What are major challenges faced in regard to nourishing and feeding individuals and families?

8. Have each person write down on the response sheets at least two concerns, challenges, or life decisions that impact upon them. Talk about situations that they have to deal with year after year, recurring decisions. You may find it helpful to explain it in terms of those challenges and issues that they feel should be addressed in the home economics curriculum in each of these six areas.
9. Allow time for each participant to think and write quietly and individually (15-20 minutes). Divide the large group into small groups of 4-6 people. Ask each group to choose a recorder. Have the recorder record the total group concerns on summary sheets. Ask each group to star * or checkmark the top 2 concerns under each heading.
10. Reconvene the group. Ask the recorders or another representative from each small group to share the top two concerns under each heading. List these concerns on large newsprint sheets. Ask the entire group to discuss the items listed on the newsprint sheets.
11. Collect the individual response sheets, summary sheets, and newsprint sheets. On a separate sheet

note any comments or observations you have regarding the process.

12. Thank the participants for their help. Serve refreshments now if you haven't already done so. Good job! Pat yourself on the back!

School Letterhead

Date _____

Dear _____:

You have been recommended as one who would be willing to help _____ School District plan and offer relevant home economics programs. Yes, we need your help!

Vocational home economics teachers are in the process of updating the programs offered to junior and senior high school students. We invite you to help us identify concerns and challenges related to home economics content that should be addressed in the curriculum. Your input will be valued and greatly appreciated.

*insert alternate paragraph here

We will meet in room _____ of the _____ (building) at _____ (street address) on _____ (day) _____ (date), at _____ (time). We hope to see you there.

Sincerely,

Superintendent

Home Economics Teacher

*Child care will be provided by members of the _____ FHA-HERO Chapter for those who need the service. If you need child care, please call _____ and indicate the number and ages of children by _____ (date).

Introduction to the Community Meeting

Vocational home economics educators are in the process of updating the programs offered to junior and senior high students. We have invited you here today because we believe you can help us identify concerns and challenges of everyday living which the content of our programs should address.

Home economics, as a discipline, was established in the early 1900s for the purpose of strengthening and enriching individual and family life. The goal of home economics education today is to assist all students, male and female, in the development of attitudes, appreciations, understandings, and abilities necessary for satisfying personal and family living.

As changes in American culture, society, and technology come, we are each faced with new challenges in our lifestyles. One major example of this is the societal change we have experienced over the past 15 years in the role of wage-earner and homemaker. We

have seen these two traditional male and female roles blend into a one-person dual role which may be fulfilled by wives, husbands, single individuals, single parents, and yes, sometimes even teenagers. The challenges which have come to individuals and families as they endeavor to coordinate their work activities and responsibilities with family activities and responsibilities are great. Home economics courses should be teaching students skills to help them meet these types of challenges.

We recognize that there are some challenges and decisions of life which come to all individuals and families regardless of generation. For example: making a living, providing housing and shelter, acquiring and preparing nutritional foods, maintaining health, meeting clothing needs, and raising children. There are also other challenges which may be specific to a certain generation. Our generation, for example, faces challenges not identified a generation ago. Dealing with child abuse, shrinking security for retirement, teenage suicide, an aging population, more leisure time, threat of nuclear war, working families, extended families, and career change based on ever-changing technology are just a few of the challenges we must face today. A part of the goal of home economics is to give students the knowledge and skills needed to successfully meet both of these types of challenges.

As we strive to fulfill that goal, we as home economics teachers must continually update what we teach in our courses. This is where we need your help. Our purpose here today is to have you help us identify the challenges which individuals and families face in our society and particularly in our community and state. This will help us know what to teach in our program which will really help students meet the challenges they will face.

Six major areas have been identified as major concerns of individuals and families. These are:

1. Children, parenting, and family life
2. Coordinating work and family activities and responsibilities
3. Meeting housing and shelter needs for individuals and families
4. Meeting clothing and wardrobe needs
5. Meeting individual and family finance needs
6. Nourishing and feeding individuals and families

Question: What are major challenges faced by individuals and families today in each of these six areas?

(Continued on page 119.)

A Decade of Caffeine Research Produces a Reassuring Conclusion

Reprinted from:

Food Insight

International Food Information Council

1100 Connecticut Avenue, N.W., Suite 430

Washington, DC 20036

In the late 1960s, the U.S. government launched a scientific review of many food ingredients that had been widely consumed for years and were classified as "GRAS," or Generally Recognized as Safe, by the Food and Drug Administration. Caffeine was one such ingredient.

During its review in the ensuing decade, scientific interest in caffeine's basic metabolism and mechanisms of effect helped stimulate a wide-ranging research agenda. New reports about caffeine have since been forthcoming at least monthly, and almost weekly, from scientists in different parts of the world.

In the past 10 years, extensive research on caffeine in relation to cardiovascular disease, fibrocystic breast disease, reproductive function, behavior in children, birth defects and cancer has found no significant health hazard from normal caffeine consumption.

That was the message of Harvard Medical School Professor Peter B. Dews, M.B., Ch.B., Ph.D., who provided a general overview of caffeine research to more than 100 scientists and experts from around the world who gathered recently in Hong Kong for the Sixth International Caffeine Workshop, sponsored by the International Life Sciences Institute (ILSI).

For an ingredient consumed and enjoyed around the world for thousands of years, Chinese Emperor Shen Nung provided the first written report of caffeine consumption as an ingredient in tea as early as 2737 B.C.-this renewed attention in the scientific community has brought a more thorough understanding of caffeine's metabolism and effects.

Importance of Dose

Allen H. Neims, M.D., Ph.D., Dean of the College of Medicine at the University of Florida, is one of leading U.S. experts on caffeine. He reported at the ILSI Workshop that research in recent years has clearly established that any biological effects of caffeine in either animals or humans depend strongly on the dose, method of administration and duration of exposure.

"Extensive research on caffeine. . . has found no significant health hazard from normal caffeine consumption."

Dr. Peter B. Dews

Harvard Medical School

Dr. Neims advised that high-dose experiments that produce caffeine levels in animals far above those ever experienced by humans need to be understood in terms of biological mechanisms, rather than directly concerning human safety.

Some research reports testing high doses in animals have sometimes been mistakenly interpreted as relevant to people drinking a couple of cups of coffee. Because of the large amount of human research on caffeine, Dr. Neims said scientists should consider human data when evaluating and interpreting high-dose animal experiments.

Dr. Neims also discussed how current research is helping identify basic cellular and molecular interactions between caffeine and several different "receptors" present on or within individual body cells.

Epidemiologic Research

Caffeine has been evaluated in a number of epidemiologic studies in the last decade, according to Alan Leviton, M.D., a leading epidemiologist at Harvard Medical School.

Epidemiologic research looks at data generated by surveys of human populations. Researchers attempt to measure the frequency and distribution of an illness or condition within a given population, and then correlate that condition with various behaviors, exposures, dietary patterns, or other such factors.

Drs. Leviton and Alvan Feinstein, M.D., Ph.D., of Yale University School of Medicine, both warned against over interpretation of "nonhypothesis" driven epidemiologic research, citing several examples related to caffeine.

Dr. Feinstein said a study is hypothesis-driven if the research is designed to investigate a potential relationship between a particular cause and effect. However, problems have arisen, he said, with the development of computerized data bases containing

information about a multiplicity of possible causes and outcomes.

In some cases, investigators have performed automated computer searches that identify any possible cause-effect relationships that are "statistically significant," yet are likely to occur quite by chance when performing multiple explorations.

New Study Reports on Pregnancy

Findings from a seven-year prospective study of caffeine consumption during pregnancy and child outcome were presented at the meeting by Ann P. Streissguth, Ph.D., of the University of Washington School of Medicine in Seattle. Dr. Streissguth's research team has been credited as one of the groups to first identify fetal alcohol syndrome.

Dr. Streissguth's study of more than 1,500 pregnant women found no significant relationships between maternal caffeine consumption and pregnancy complications, labor and delivery complications, Apgar scores, congenital defects, infant medical status, or height, weight and head circumference of the newborns.

Follow-up examinations of these children at age seven found no relationship between maternal caffeine consumption and laboratory assessments of attention or intelligence. The authors concluded that there were no long-term consequences of pre-natal caffeine in this sample.

Technological Function

In addition to safety research, other studies reported at the workshop addressed the technological function of caffeine.

Joseph G. Brand, Ph.D., of the Monell Chemical Senses Center in Philadelphia, described the complexity of taste and taste receptors in the mouth. Caffeine has been used for over 100 years in some cola beverages as a flavor ingredient because of its bitter taste and its effect as part of the flavor profile when combined with other flavors and sweeteners.

Research to Continue

In his concluding remarks to the workshop, Dr. Neims noted that research over the past decade has helped lay to rest concerns about caffeine's reproductive, carcinogenic and mutagenic potential. However, he said, research efforts should continue in order to maintain a high-level of understanding of the effects of such a widely consumed ingredient.

A report on the Sixth International Caffeine Workshop with summaries of presentations by more than 30 scientists from around the world will be published in a future issue of the journal *Food Chemical Toxicology*. •••

(Continued from page 117.)

Conclusion

The information gathered from this community meeting process can help you assess your home economics curriculum. Are you meeting the needs of your students? In Colorado, three main themes evolved as those challenges the community meeting participants most often faced. The areas were time and money management and the need for more effective communication skills. Does your curriculum reflect these themes?

Changing societal trends and issues and the affect they have on the individual and family impact home economics curriculum. By continually assessing curriculum, home economics can better meet the needs of individuals and families.

References

- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Alexandria, VA: American Home Economics Association.
- Glatthorn, A. A. (1987). *Curriculum leadership*. Glenview, IL: Scott, Foresman and Company.
- Hughes, R. P., Kister, J., & Smith, J. (1985). Redirecting secondary home economics programs. *Journal of Home Economics*, 77(3), 14-17.
- Knorr, A. J. (1986). Contextual factors impacting on home economics curriculum. In J. F. Laster & R. E. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (pp. 63-73). Peoria, IL: Bennett and McKnight Publishing Co.
- Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1981). *Curriculum planning for better teaching and learning*. New York: Holt, Rinehart, and Winston.
- Taba, H. (1962). *Curriculum development theory and practice*. New York: Harcourt, Brace & World, Inc.
- Tanner, D., & Tanner, L. N. (1980). *Curriculum development theory into practice*. New York: Macmillan Publishing Co., Inc.
- Thomas, R. G. (1986). Alternative views of home economics: Implications for K-12 home economics curriculum. *Journal of Vocational Home Economics Education*, 4, 162-188.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- Zais, R. S. (1976). *Curriculum principles and foundations*. New York: Thomas Y. Crowel Company.

•••

Journey Toward Peak Performance: A Tribute To Dr. Hazel Taylor Spitze

Elaine F. Goodwin
Assistant Professor
Northern Illinois University
DeKalb, IL



"To achieve all that is possible, we must attempt the impossible, to be as much as we can, we must dream of being more."

(Author unknown)

Dr. Hazel Taylor Spitze, recently retired professor at the University of Illinois, was honored at the American Home Economics Association's Annual Conference in Cincinnati, Ohio, in June 1989. She received the AHEA Foundation Award for Distinguished Service. This award carries with it one of the highest distinctions granted by our professional organization. Her list of contributions to home economics education, her writing and her professional accomplishments are extensive! Many know her because of her involvement as editor of the *Illinois Teacher*. Perhaps her greatest accomplishment was the inspiration she provided students through her dedication and high expectations.

It was from a sense of appreciation that I decided it was important to write a letter to be added to those being compiled and given to Dr. Spitze at the time of the award presentation. Teachers do, indeed, make a difference. It is essential to keep in mind the influence each of us has as we work with students. We need to strive for "peak performance" for ourselves and motivate our students to achieve their peak performance. Following is a copy of the letter which I submitted.

Dear Dr. Spitze:

The end of another semester of teaching classes at Northern Illinois University is almost here. I have neglected to complete one of my "personal" assignments! Therefore, with pencil in hand, I now tackle the job of writing a letter to honor you, Dr. Hazel Taylor Spitze.

Several years ago I embarked on one of the most challenging and rewarding experiences of my life as I began my doctoral work in Home Economics Education at the University of Illinois. You have inspired me to continue my belief in home economics, to promote the purposes and vision of our profession, and to continue to be actively involved. Through your encouragement, I have learned skills in questioning, in being more assertive and vocal, in developing my leadership abilities, in being a risk-taker, in being receptive to change, and in the use of creative and critical thinking.

Classroom readings, projects, assignments, and interaction—all were a part of your plan to motivate me. In reflecting on class discussions, I've appreciated your openness about the many roles of being a professional and being a college professor. These have all been extremely helpful in the continuing process of my personal and professional growth and development. I thank you for "pushing" me in my thinking, in my work, and toward my goals.

Ours has been a somewhat unique relationship, since I was aware of your professional influence and support during our daughter, Cherie Goodwin Bertsch's, years on campus at the University of Illinois and in the years since her graduation. I, too, have found my contacts with the students I have taught to be extremely rewarding.

I want to wish you "highest" congratulations on the award of American Home Economics Association Foundation's Distinguished Service Award! I, also, must

add that I do use the *Illinois Teacher* repeatedly and appreciate your dedication to its publication. I have duplicated copies of many of your "writings" for personal reference and use them as a catalyst for required student readings for the university classes which I teach. Thank you for helping me to believe in myself and in Home Economics Education.

Sincerely,

Elaine Goodwin
Assistant Professor
Department of Human &
Family Resources
Northern Illinois University

Life holds in store many opportunities if we are willing to risk and to take advantage of those opportunities. The persons with whom we associate are often extremely influential in our attitudes toward those opportunities. People with a positive and optimistic view help us perceive the ups and downs of life, the happy and the sad, the exciting and the hum-drum all as part of life's journey.

Both short trips and long journeys have times of great pleasure and times of anxiety. We marvel at the scenery. We fret about wasted time caused by unplanned delays. We enjoy good companionship and shared communication. We complain if the costs seem too high. We delight in exploring new vistas. We grumble over the drudgery of time schedules and physical discomfort. (I now find I need to get out and stretch more frequently when driving.) We feel refreshed and relaxed from seeing new things, new places, and new people. (Sometimes the old things, places, and people are *great*, too!) We worry about safety and all the technological gadgets on the car and the airplane. What if they don't work? What if we have a flat tire? What if we run out of gas (or fuel)? And, we must have insurance—right?

These contrasts and concerns about travel have application to our lives. A few suggestions can guide our journey:

1. **Prepare for your trip.** It is necessary to map out where we are going. Individually we must set our goals and determine when and how we can get where we want to go. (Dr. Spitze helped me realize it's up to me and I am in control of my life.)
2. **Decide who will accompany you.** Choose wisely your companions and associates. Create opportunities to share and network with those who can add meaning and contribute to your life. (I'm

grateful for the chance to have been in Dr. Spitze's graduate classes.)

3. **Enjoy the ride.** Keep smiling even over the bumps! Continue to be involved and pursue learning as a life-long endeavor. (Dr. Spitze does exemplify this, doesn't she?)
4. **Take some side-trips.** Try the new and different. Dream of doing and being more. Attempt the challenge of new paths. Be a risk-taker. Events in our lives may demand some creative planning and critical thinking. (I still have the pencil scribbled note from my daughter which says "GO FOR IT, MOM!" when I made the decision to work on a doctoral degree.)
5. **Head in the right direction.** True, there will be stopping points on the journey. These may be for refueling. (Dr. Spitze along with other University of Illinois colleagues provided that for me.) The road signs caution of danger, construction (many women need to build self-esteem), curves (sometimes ethical decisions test us), etc.—but then also signs appear which indicate full speed ahead! Enthusiasm is contagious. Assess your progress regularly and feel pride in what you have accomplished.

Each of us needs to make progress and strive for peak performance. The advertisements for high octane gasoline and the latest models of automobiles repeatedly stress the potential and possibilities of their products. As individuals, we also have the potential of high performance! When viewing life as an exciting journey it can be full of "possible dreams." To achieve these dreams, it is essential to believe in oneself. Sharing that belief and confidence with our students, our friends, our families, and our professional colleagues can make the difference. The road to even greater success lies ahead.

Thank you and congratulations, Dr. Spitze. •••

"If you can conceive it and believe it, you can achieve it."

William James

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

HOME EC LIBRARY
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

40.705
2

128
3-1-90

ILLINOIS TEACHER OF HOME ECONOMICS

Foreword, Mildred Griggs.....	121
A Salute to the 1989 Home Economics Teachers of the Year, Illinois Teacher Staff.....	123
MIRACLE: Making Ideas Reality Allowing Creative Learning in Entrepreneurship, Geraldine Miracle.....	135
Relationship Course, Kathy Gifford.....	136
Independent Life Skills, Kay Wolff.....	137
Integration of FHA/HERO into the Classroom, Judy Whitener.....	138
Eating for the Health Of It, Frances Baynor Parnell.....	139
Entrepreneurship, Janet Powell.....	141
Taking Charge: Thinking Critically and Creatively Toward Ethical Action, Jan Abramsen	143
Relevance in Teaching Clothing: A Case for the Human Ecological Approach, Lillian O. Holloman.....	145
Family Life Education in the 1990s. The Challenge: What Shall We Teach, Harriett K. Light.....	148
Subject Communities as Curricular Influences: A Case Study, Jane Thomas.....	153
Charting a Career Path—Voices of Home Economics Educators, Linda Peterat and Linda Eyre.....	158

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

June Chambliss, Technical Director

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Catherine Burnham, Graduate Assistant and Ed.D. Candidate

Vida U. Revilla, Graduate Assistant and Ph.D. Candidate

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Volume XXXII, No. 4, March/April, 1990. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*
University of Illinois
352 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1990

Foreword

Being recognized for excellence in teaching, curriculum and program development is one of the highest honors that we can bestow upon members of our profession. In this issue we recognize the 1989 national Teacher of the Year, Merit Finalist, and state Teacher of the Year award recipients. A few of the state awardees did not respond to our request for information about their program and therefore are not represented among honorees.

All of the state Teacher of the Year awardees were asked a series of questions that we thought would enlighten us about their feelings, beliefs and practices. Their responses help to confirm our beliefs about the merit of home economics education and enhance our pride in the quality of people who are teaching home economics.

The Teacher of the Year program has some corporate support, however, it is sponsored by the American Home Economics Association. Please participate in the future by nominating yourself or some deserving teacher in your state when the time arrives to do so.

The remainder of the articles in this issue represent our continuing interest in sharing information about home economists who teach and home economics education programs and possibilities. We think you will find them interesting and useful.

—The Editor—

National Winner Home Economics Teacher of the Year



Phyllis Lamiman

Merit Finalists



Susan M. Anderson



Denise M. Missal



Janet Powell

A Salute to the 1989 Home Economics Teachers of the Year

Each year the American Home Economics Association, Chesebrough Pond's Inc. and Lever Brothers Company sponsor the TOY (Teacher of the Year) program. This is the 16th year that the award has been given to outstanding home economics teachers from different states. The objective of the program is to stimulate the development of innovative programs that are timely, newsworthy, and that expand the focus of home economics. The winners are recognized for their outstanding contributions to the improvement of the quality of family life, the development of outstanding education programs, teaching techniques and activities that might engage other educators and build community awareness of home economics education.

Phyllis Lamiman from Bethesda, Maryland was selected as the National Home Economics Teacher of the Year for creating an innovative program that helps senior citizens and teens break down the stereotypes of age. Her program titled "Closing the Gap" is part of a year-long program in Personal Family Living which she teaches at Walt Whitman High School in Bethesda. Mrs. Lamiman believes that one reason the program works is because the students and the senior citizens come together as equals. She states that, "Students learn from the experiences of the seniors that love, caring, and new adventures are lifetime events, not isolated happenings and certainly not restricted to the young. Similarly, seniors increase their awareness of the problems facing today's teens as well as what the younger generation thinks about the world around them." Mrs. Lamiman added, "Teens are seeking their identity. They want to know who they are. Older people know who they are and can offer encouragement as well as a wealth of experience to the young. At the same time, if seniors have suffered losses or changes in lifestyle, they too need to reaffirm their sense of integrity or personal value. Closing the Gap helps both groups achieve these goals."

In addition to the National Teacher of the Year, there were awards given for creativity and educational excellence. The three Merit Finalists were: Susan M. Anderson, Denise M. Missal, and Janet Powell.

Susan M. Anderson, a teacher from Angoon, Alaska developed an innovative curriculum that uses community resources to help students learn to appreciate their heritage and improve the quality of their lives, now and in the future. Mrs. Anderson stated, "In

this isolated rural area, the school is the center of the community. Our program capitalizes on that by inviting the Tlingit elders to teach students their cultural traditions such as beading, smoking fish, or gathering native fruits and vegetables." She added, "Our program demonstrates that every community can provide a range of experiences that can help students realize their own talents, develop skills, and identify the variety of career opportunities available to them." Mrs. Anderson has developed a close relationship between the school and the community. She has called upon elders, parents, business owners, and community members and used today's technology as classroom resources.

Denise M. Missall who teaches at the Florence M. Burd School in Newton, New Jersey was selected for her program on teaching students how to be more sophisticated consumers. She explains, "Teens have the largest disposable income of any age group in the country. According to recent syndicated research studies, children and teens spend \$81 billion annually and influence the spending of up to \$200 billion, yet few teens know their consumer rights or how to use them. I want to give them the confidence and capability to do that." Her students focus on the process, not the product. They practice critical thinking skills, learn how to evaluate ads, write a business letter, interpret package information, compare coupons and other price incentives. This gives students a practical understanding of the demands of the consumer marketplace, the creative challenges companies face in meeting those demands, as well as its impact on their everyday lives. In addition, Mrs. Missall also teaches students how to use creativity to meet consumer needs. For example, her eighth grade students were challenged to develop inventions that would fill a need in today's marketplace. Among the products they created were a 'can smoosher' that makes the most of the space available for garbage, baby bumper pads to protect toddlers from bruises when they are learning to walk, and rubber gloves with sponges attached to the palms for people with arthritis who have difficulty holding cleaning supplies.

Janet Powell, also named as a National Merit Finalist, teaches at the Orchard Ridge Middle School in Madison, Wisconsin. Her program features an entrepreneurial course that brings students face to face with the world of small business. Mrs. Powell's

'entrepreneurship' course teaches students about the day to day problems and challenges of the world of work. The class divides into small groups to research, plan, and develop a product or service. The program offers students a practical experience in career exploration by integrating the reality of the business world into his/her program. Members of the business community share their experiences with other students in order to help them develop initiative, creativity, and leadership. Mrs. Powell explains, "Eighth grade students need to begin thinking about their life plan, how it relates to the family, and how their personal abilities and interests will shape their career choices. Using problem-solving skills, students quickly learn to assess their own interests and abilities. Some realize they are better at researching an idea, others at selling concepts or making production plans. The whole activity enables them to gain a sense of personal competence and learn in a real world setting." The long-term goal of the course is to teach young people the relationship between job satisfaction, personal interests and values.

Illinois Teacher salutes the National Teacher of the Year and State Teachers of the Year. Some state winners were also merit winners and among the top ten finalist as noted in the following entries.

ALABAMA

Wanda Padgett

Program Title: Occupational Care and Guidance of Children

Focus: Career Awareness/Job Skill Training

ALASKA

MERIT WINNER

Susan M. Anderson

Program Title: Integration of Community Resources into a Rural Home Economics Program

Focus: Creative Dimensions/Alternative Program Designs

ARIZONA

TOP TEN

Dolores "Dolly" Maitzen

Program Title: Introduction to Human Relations

Focus: Family Life/Personal and Social Development

ARKANSAS

TOP TEN

Delma Sue Welsh Farris

Program Title: Consumer Homemaking "HEAD SMART"—(Helping Educate And Develop So Minds Are Ready Tomorrow)

Focus: Awareness/Job Skill Training

CALIFORNIA

Carol Hahn

Program Title: Economics

Focus: Consumer Education/Family Finance

COLORADO

Carole Ann Groh

Program Title: PRD—Personal Resource Development

Focus: Family Life/Personal and Social Development

CONNECTICUT

Margaret McDonnell Omartian

Program Title: Comprehensive Home Economics

Focus: Creative Dimensions/Alternative Program Designs

FLORIDA

Susan Dawson-Perez

Program Title: "Home Economics Enrollment Booming at Miramar High School—The Secret of My Success"

Focus: Career Awareness/Job Skill Training

GEORGIA

Carolyn Leverett Kelly

Program Title: Career Awareness

Focus: Career Awareness/Job Skill Training

IDAHO

Alverna M. Thomas

Program Title: Fashion Merchandising

Focus: Career Awareness/Job Skill Training

INDIANA

Patricia Ann Bowdell

Program Title: Focus on Relationships

Focus: Family Life/Personal and Social Development

IOWA

Kay T. Jensen

Program Title: Vocational Home Economics—Child Development

Focus: Family Life/Personal and Social Development

KANSAS

Betty LeVon Rust

Program Title: Teen Sexuality Unit and Promotion of Sex Respect

Focus: Family Life/Personal and Social Development

KENTUCKY TOP TEN

Geraldine "Gerrie" Miracle

Program Title: MIRACLE: Making Ideas Reality Allowing Creative Learning in Entrepreneurship

Focus: Career Awareness/Job Skill Training

LOUISIANA

Mollie H. Abadie

Program Title: Innovative Comprehensive Vocational Home Economics

Focus: Creative Dimensions/Alternative Program Designs

MAINE

Claudia Ann Dalton

Program Title: Home Economics "Out of the Closet"

Focus: Creative Dimensions/Alternative Program Designs

MARYLAND NATIONAL WINNER

Phyllis Lamiman

Program Title: Personal and Family Living/"Closing the Gap"

Focus: Family Life/Personal and Social Development

MASSACHUSETTS

Jo Ann Pullen

Program Title: Textile Technology/ Entrepreneurship

Focus: Career Awareness/Job Skill Training

MICHIGAN

Eleanor O'Toole

Program Title: Career Exploration in Action

Focus: Career Awareness/Job Skill Training

MINNESOTA

Brenda Mattfeld

Program Title: Plan to L.E.A.D. (Leadership and Education through Awareness Days)

Focus: Creative Dimensions/Alternative Program Designs

MISSOURI TOP TEN

Judy Whitener

Program Title: Family Life Education

Focus: Family Life/Personal and Social Development

MONTANA

Diana Jeanette Morris

Program Title: Foreign Foods

Focus: Nutrition Education/Diet and Health

NEBRASKA

Kathy Gifford

Program Title: Relationships—Skills for Life

Focus: Family Life/Personal and Social Development

NEVADA

Nancy M. (Lamb) Pierce

Program Title: Hotel Operations II

Focus: Career Awareness/Job Skill Training

NEW HAMPSHIRE

Regina Sibilila

Program Title: Critical Skills Impacts Home Economics

Focus: Creative Dimensions/Alternative Program Designs

NEW JERSEY MERIT WINNER

Denise M. Missall

Program Title: Consumer Awareness Skills, 8th Grade Unit

Focus: Consumer Education/Family Finance

NEW MEXICO

Mary Ellen Butler

Program Title: Practical Applications to Nutrition

Focus: Nutrition Education/Diet and Health

NEW YORK

Ruth Anne Schultz

Program Title: Family Dynamics/Family Life Education

Focus: Family Life/Personal and Social Development

NORTH CAROLINA

Frances Baynor Parnell

Program Title: "Eating for the Health of It"

Focus: Creative Dimensions/Alternative Program Designs

OKLAHOMA

Edna DeAnn Pence

Program Title: Personal and Social Development Through FHA Leadership

Focus: Family Life/Personal and Social Development

PENNSYLVANIA

Jan Abramsen

Program Title: Taking Charge: Thinking Critically and Creatively Toward Ethical Action

Focus: Creative Dimensions/Alternative Program Designs

RHODE ISLAND

Lucille L. Flynn

Program Title: Special Food and Nutrition Co-op

Focus: Creative Dimensions/Alternative Program Designs

SOUTH CAROLINA

Mary McCarley McGee

Program Title: Industrial Sewing

Focus: Career Awareness/Job Skill Training

SOUTH DAKOTA

Kay Wolff

Program Title: Independent Life Skills

Focus: Family Life/Personal and Social Development

TEXAS TOP TEN

Leta Durrett

Program Title: Hospitality Services

Focus: Career Awareness/Job Skill Training

VIRGINIA

Emily H. Richardson

Program Title: Home Economics Cooperative Education

Focus: Career Awareness/Job Skill Training

WASHINGTON

Karen Fisher

Program Title: Peer Helpers Program

Focus: Creative Dimensions/Alternative Program Designs

WEST VIRGINIA TOP TEN

Lucy A. Sullivan

Program Title: Building Self-Esteem Through Cross-Age Teaching

Focus: Creative Dimensions/Alternative Program Designs

WISCONSIN

Janet Powell

Program Title: Entrepreneurship

Focus: Career Awareness/Job Skill Training

We surveyed the Teachers of the Year. The following are their responses to some of our survey questions.

Why do you like being a teacher?

Carol Hahn—Whittier, CA—"I like teenage vitality and enthusiasm. When a student's eyes light up, I get excited."



Carol Hahn

Carole Groh—Colorado Springs, CO—"Junior high students are so receptive to our subject matter. They become so excited doing the activities, they provide

immediate feedback . . . there is such energy in the classroom!"

Margaret McDonnell Omartian—Simsbury, CT—"Teaching is a challenge everyday especially working with junior high students. I am in a role in which I can share and initiate new experiences in life skills."



Carole Groh



Margaret McDonnell Omartian

Patricia Ann Bowdell—Montpelier, IN—"Teaching gives me an opportunity to make a difference in someone's life. Teaching provides a chance to make a better world by making better people through education."



Patricia Ann Bowdell



Kay Jensen

Kay Jensen—Knoxville, Iowa—"Teaching allows me the chance to challenge students to think and make better decisions for themselves. I feel that home economics is the core of today's living and improving tomorrow's living."



Geraldine Miracle



Betty Rust

Geraldine "Gerry" Miracle—Fort Mitchell, KY—"Being a teacher presents a new challenge everyday, and I like that. It is stimulating to meet new faces each year and see the progress made by all students in his or her very own way. I think teaching is fun, and I try to make learning worthwhile and exciting for my students."

Brenda Mattfeld—Great Eagle, MN—"Teaching is challenging and motivating. I enjoy the students and love to watch them grow and change."



Brenda Mattfeld



Diana Morris

Diana Morris—West Yellowstone, MT—"Being a teacher is like dreaming a dream and then being able to watch it become reality. I enjoy sharing and learning with my students and I appreciate the opportunity to see them meet their challenges positively and with great pride in their achievement."

Kathy Gifford—Kearney, NE—"I like being a teacher because it is an opportunity to continue learning and growing. The best moments of teaching are those experienced when a student succeeds at even the smallest task—their eyes light up and they say 'I did it!'"



Kathy Gifford

If you were choosing your career again, would you be a home economics teacher?

Delores "Dolly" Maitzen—Phoenix, AZ—"Yes, I believe the life skills we offer students in our classes are the most critical in today's world: parenting, good human relationships with others, and healthy nutrition for wellness. They all point to our ultimate goal—teaching students how to be healthy individuals, mentally and physically."

Carole Groh—CO TOY—"I have taught in many subject areas (social studies, science, and health) but in home economics I feel I have an impact on students' lives preparing them for the future."

Margaret McDonnell Omartian—TOY CT—"Of course I would choose to be a home economics teacher for where else can someone affect the daily life of those around them."

Kay Jensen—TOY Iowa—"Yes, I can't imagine a career that allows one to have an impact on so many people and their lives anymore than home economics does."

Betty Rust—KS TOY—"Yes, this choice has enlightened my life and made me a better person. I will always be proud to say I am a home economics teacher."

Gerrie Miracle—TOY KY—"Yes!! Teaching is exciting and challenging. There is not another subject in the curriculum that presents as much variety and practicality as home economics. One NEVER has to be worried about getting bored when s/he teaches home economics. I thoroughly enjoy each day in my classroom. Today's home economics is not just 'stitchin' and stewin', but has expanded to include a wide variety of life skills. Home economics is just as vital for males as it is for females, and for the past three

years I have had a few more boys than girls in my home economics classes. Home economics topics are fundamental for life security."

Nancy Pierce—Las Vegas, NV—"YES, YES, YES, although I left the traditional consumer and homemaking classroom seven years ago to use my home economics skills to write, develop, and implement a hotel operations program for high school students."



Nancy Pierce



Regina Sibilia

Regina Sibilia—Merrimack, NH—"There is no doubt in my mind! When I first began teaching, I thought I'd get tired of it within 5 years . . . I'm still loving it 15 years later."

Karen Fisher—Mt. Vernon, WA—"Yes, being in home economics has made it possible for me to branch out and learn a variety of subject matter that also applies to my own life. I love it."

Kay Wolff—Eureka, SD—"Yes, the importance of family in our mission very much 'makes me tick.' I love to use a variety of teaching techniques. I like to discuss the 'gray' areas. Real life is hardly ever 'cut and dried' and students need to know how to deal in the real world—in home economics there is never a dull moment."

What did it mean to you to be a teacher of the year?

Susan Anderson—Angoon, Alaska—"Receiving the TOY award was extremely rewarding. It was a time of growth personally and professionally to receive the award and to write the twenty page book which was submitted for national competition. Attending the National AHEA at Cincinnati was an unforgettable experience."

Alverna Thomas—Moscow, Idaho—Being selected TOY meant that "I was being recognized for the contribution that I am making to the overall well-being of my students. It encouraged me to maintain my teaching standards. I felt very humble because I knew that there were so many other outstanding teachers in my state who deserve to be honored."

Gerrie Miracle—TOY KY—"Teacher of the Year has brought far more attention and recognition to me and my program than I ever dreamed possible. It has been fulfilling to see others so interested in a program that I have written and used with my students. Teacher of the Year has given me the chance to meet with other teachers from all over the United States and learn of their exciting programs. It has given me ideas on ways to expand my local home economics program. I have also had the opportunity to speak at several national, state, and local conferences to share my ideas with others and learn new ideas from others. My fellow faculty members, the administration in my local district, and my own family have been very supportive and proud of this accomplishment. Sometimes we do not realize how much other people mean to us until something happens that we can share. It is a wonderful feeling to know that others really do care about what you are doing—Teacher of the Year has given me this wonderful feeling."

Kathy Gifford—TOY NE—"To be the Teacher of the Year has meant a great deal to me. To be recognized by one's peers is truly an honor. This also said to me, 'Yes, what you're doing is needed and worthwhile for our students.' This recognition gives me the incentive and encouragement to continue even on those 'not so good days.'"



Luci Flynn

Luci Flynn—RI—"The honor of being Teacher of the Year has not only been a great experience for me, it also helped other teachers within my school reflect on their programs and share their ideas with me in order to motivate students and other peers."

What do you feel is your most important contribution to society as a teacher?

Margaret McDonnell Omartian—TOY CT—"I hope to spark an interest and instill the love of learning that is a lifetime process."

Alverna Thomas—TOY Idaho—"I try to help each student to develop self-confidence skills and good attitudes toward people, work, and life in general."

Claudia Dalton—Kennebunk, ME TOY—"My most important contribution to society is to teach young individuals how to survive on their own—to help them become planners of the future, to make them aware of careers in home economics of which they are not aware."

Judy Whitener—Farmington, MO TOY's most important contribution to society as a teacher is "serving as a positive role model for hundreds of students."

Kathy Gifford is TOY NE—"My most important contribution to society as a teacher is being a role model for her students. I try to lead a healthy lifestyle, coping with the inevitable changes that happen in one's life. My students know me not only as a teacher, but also as a person."



Frances Baynor Parnell

Frances Baynor Parnell—Wilmington, NC—"I help young people develop thinking skills, which facilitate decision making and the creative use of resources, as they manage their own lives and offer help to others."

Luci Flynn—TOY RI—"I feel my most important contribution to society as a teacher is my ability to present concepts to students, and allow the students to nurture these ideas and help them expand and grow as individuals."

Kay Wolff—TOY SD—"I feel as teachers we help students to realize their potential. In addition, we serve as an extended family for students in today's hectic lifestyle. Our classes may be the brightest spot of their day, a place where they are accepted for who they are."



Kay Wolff

How do you keep from getting out-of-date, bored, unenthusiastic, tired of it all.

Margaret McDonnell Omartian—TOY CT—"I try to keep an open mind to new ideas and be willing to accept change. Incorporating the students' interests creates a commodity that keeps both students and teachers' interests high."

Alverna Thomas—TOY Idaho—"I am not afraid to try new things, up date and change my curriculum each year, and listen to what students say to each other and to me, attend professional conferences, and keep up my membership in professional associations."



Alverna Thomas

Brenda Mattfeld—TOY MN—"Activities that keep me up-to-date and enthused are continuing education and professional organizations. I take every available opportunity to learn more about my profession through classes, workshops, conferences, and networking."

Diana Morris—TOY MT—"Each summer I work at a new job that is unrelated to school. By doing this, I achieve two goals. First, I put myself in the position that my students maintain from September to June—learning new procedures and skills, adjusting to management techniques of a new boss, and meeting new people in an unfamiliar setting. I am in the 'student mode'—it is amazing how much more understanding I am in the classroom. The second goal I accomplish is that I stay abreast of home economics related topics as they are perceived in the outside world. In the past, my jobs have allowed me to build awareness and skills related to food service, fashion merchandising, marketing techniques, and gain skills that are needed to deal with the real world on a daily basis. My community also appreciates seeing its teachers in settings other than the school—we gain credibility as members of the business workforce."

Regina Sibilia—TOY NH—"If there is such a thing as a workshopaholic . . . that's me. I love learning new things! No matter what it is I'll find a way to apply it in my classroom. My interests are many and varied—I refuse to allow myself to become out-of-date, bored, unenthusiastic."

Frances Baynor Parnell—TOY NC—"I actively participate in professional organizations, read and seek extraordinary ways to accomplish ordinary tasks. I look for challenges to perpetuate growth as a person and a teacher."



Jan Abramsen

Jan Abramsen—Allentown, PA—keeps from getting out-of-date by . . . "working at the edge of my competence rather than in the comfortable middle. This has involved teaching workshops on critical thinking and communication and learning new skills such as writing newspaper articles, as well as reading journals, books,

and reports not only in my field of education and home economics, but from other professions and disciplines, supplies nourishment for thought and questioning."

Kay Wolff—TOY SD—"Keeping a positive attitude is number one. Belonging to professional associations is of utmost importance. A strong support network is necessary to keep motivated and share ideas."

Karen Fisher—TOY WA—"I like to change subject matter, start new programs such as weight management class and peer helping class, and constantly participate in conferences and workshops."

Lucy Sullivan—WV TOY—"I take a class, get involved in research, help with curriculum writing, attend meetings, and work with the community."

Janet Powell—TOY WI—"When I returned to teaching, I found that getting my master's degree twenty years after my B.S. degree was a terrific stimulant to my teaching. I have continued taking classes and feel education is the secret to staying excited about teaching."

If you could give new teachers one sentence of advice, what would it be?

Carol Hahn—TOY CA—advises a new teacher to . . . "manage time so you have some for yourself."

Carole Groh—CO TOY—suggests . . . "Using a variety of activities and learning experiences, and being prepared to expend a great deal of energy in the classroom."

Alverna Thomas—TOY Idaho—advises . . . "Love your students and keep the needs of students in mind."

Patricia Bowdell—IN TOY—gives the following advice . . . "Be fair, firm, and friendly with students and with yourself and never quit learning."

Betty Rust—TOY KA—advises new teachers to . . . "Be committed to your profession and to your students and give it your all."

Gerrie Miracle—TOY KY— says, "Teaching is as exciting as you make it: spend time thinking, writing, learning, working, studying, and playing, but most of all spend time caring about yourself and others."

Jo Ann Pullen—Northfield, MA—says that, "If you relax and watch your students they will delight you as you watch them learn."

Claudia Dalton—TOY ME—advises new teachers to . . . "Enjoy teaching, get involved in interdisciplinary activities, make home economics more meaningful. Teach for the future."

Judy Whitener—TOY MO—advice to new teachers is . . . "evaluate programs yearly. Don't be afraid to make changes. Keep up with changes. Don't be old fashioned."



Judy Whitener

Kathy Gifford—TOY NE—says, "It is essential to achieve and maintain a balance between your personal life and your professional life, therefore never allow one to dominate the other for any length of time. Be realistic and build a network of supportive people in both your professional and personal life."



Emily Richardson

Emily Richardson—TOY Williamsburg, VA—advises new teachers to . . . "Remember why you became a teacher and keep your focus on the potential in each students."

Jan Abramsen—TOY PA—advises new teachers to . . . "keep an open mind to new ideas, and expect to learn from my students as well as from educational colleagues."

Kay Wolff—TOY SD—offers this advice, . . . "Don't get annoyed at the little things that sometimes get us down is important and taking the advice TCOY—Take Care of Yourself. Students need to be healthy, both physically and mentally."

Janet Powell—TOY WI—advises . . . "Like what you are doing, address the individual needs of the students, and keep current with educational theories and techniques."



Janet Powell

Describe any innovative programs or curriculum topics that you have found to be successful.

Susan Anderson—Alaska TOY— . . . "involves the community, parents, and natural resources extensively in my program."

Margaret McDonnell Omartian—TOY CT— says "I try to maintain the curriculum with adaptations to involve innovative teaching styles, and new trends in learning. I have incorporated a great deal of faculty interaction of academic teachers in my classroom to open communication and understanding of home economics in my unique teaching techniques. Through the use of peer tutoring techniques, I give my students the opportunity to display their new found knowledge in areas beyond the traditional classroom. The most fulfilling accomplishment is the increased sense of self-esteem students experience."

Patricia Ann Bowdell—TOY IN—offers this lesson plan on "Thinking Skills for the Home Economics Classroom."

Background—Several days have been spent on establishing classroom climate prior to this exercise. Since the first six weeks of the class is spent on understanding self, this is the first activity to start thinking on this topic.

Thinking Skill—Brainstorming

Focus Activity—Questioning the class in relation to the importance of understanding self before getting involved with the opposite sex will help students see the importance of this unit. Everyone is a unique individual! This is an amazing fact. What makes everyone different? What makes you, you?

Objectives—To become more aware of factors which influence us and make us unique; to encourage students to think about themselves and clarify what past influences have been important as well as present and future influences on the whole self; to encourage students to change or work at changing attributes about themselves that they do not like; to help students accept attributes about themselves that they cannot change.

Input—Think about these:

- S = self-knowledge can lead to self-understanding and acceptance
- E = explore old and new ideas about self
- L = love yourself before you can love others
- F = focus on you before you focus on others then you'll relate unselfishly

Activity—

1. Students are to work in cooperative groups with assigned tasks. They are to make an attribute web using self in the center focusing on the ideas of "What makes you, you?"
2. Informal brainstorming is used to make webs. Observer reports to the class on the thinking within the groups.
3. Teacher combines all ideas on web into a list and hands this out to the class. Students are asked to do various tasks using their master list.

4. Students are asked to choose 10 attributes that are important in making you, you and then arrange them in order of most important to least important.
5. Students are asked to choose 5 attributes which cannot be changed and write a sentence telling why.
6. Students are asked to choose 5 attributes which cannot be changed and write a sentence telling why they cannot be changed. They are then asked to arrange them in order of most difficult to least difficult to change.
7. Students are asked to choose 5 attributes which can be changed and rank them in order of importance. Write the one you would like to change the most first and so on down the list. Tell why you want to make the change.
8. Students are asked to predict which of the 10 attributes on their list would have been on their father's list. If their father is not the home, use a significant male figure.
9. Do the same for the mother or significant female figure.

Metacognition and Closure—

Students make a collage about themselves. They are instructed to place the most important attribute toward the center of the collage and the least important toward the outside. They may use a picture (real or magazine), real objects, and other items which significantly relate to them. The collage should show themselves past, present, and future. Any shape or size of display board may be used. Neatness counts.

Students should not put their name on the outside of the collage. The collages will be on display and students then guess which collage belongs to which student. There may be times when you will not want to do this.

Students might be asked to stand up—off your seat and on your feet—and explain their collage and how it reflects them.

Kay Jensen—TOY IA— says "My key here is that I try to involve the class as much as possible in the topic for the lesson. For instance, sharing in small groups as the students study the life cycle and write a short story of the day in the life of a couple at one part of the life cycle. Each group writes their interpretation and then shares. I try to have some active involvement in each lesson every day. Listening and caring make an impact on the students."

Gerri Miracle—TOY KY—offers "The program that I have written called MIRACLE: Making Ideas Reality Allowing Creative Learning in Entrepreneurship is an introduction to entrepreneurship has a career option taught to seniors in high school. Most students know about working for others because of their jobs at the local grocery or department store or McDonalds; however, very few students know about owning and operating their own small business. Home economics presents a perfect place to introduce entrepreneurship as a possible career choice.

I have also been active in the new Parenting and Family Life Skill curriculum recently required by law in grades K-12 in the state of Kentucky. I find the content of this type of curriculum to be of interest to students; certainly, it is extremely important and a timely topic of instruction."

Brenda Mattfeld—TOY MN—suggests "Awareness Days: A program designed to utilize leadership and peer education in addressing current concerns of the community, students, and faculty. Students design, organize and carry out the educational day which includes workshops, movies, and speakers. Topics covered include drug use, health concerns, and special needs students."

Luci Flynn—TOY RI—suggests "developing programs working with the elderly and special needs students. Most recently I have integrated both the special needs with the regular students in a successful restaurant endeavor."



Karen Fisher

Karen Fisher—TOY WA— claims "New ideas are always accepted in our program. We teach the weight management class with the P.E. teacher so students do aerobics two days and meet in class three days weekly. Sixty students trade back and forth one half in gym and one half in class. Also Peer Helping in the classroom

with extensive work with shy, quiet students—grades 1-4. Our goal is to help them feel important, work on friendship skills, and build self-esteem. We also work with the elderly as a local convalescent center."

Lucy Sullivan—TOY WV—thinks "Cross-age teaching has been successful with our students. They learn nutrition concepts, synthesize them, plan a lesson, then teach it to fifth grade children. The results are fantastic."

Please list any resource materials that have been particularly helpful to you.

Susan Anderson—TOY Alaska —"My best resources are members of the community and the natural resources of Alaska. The home economics curriculum at Angoon High School stresses the use of community resources that stimulate students growth in and outside the program. Angoon is a small nature community whose activities center around the school. Upon graduation the majority of students remain in the community and become future leaders. In a world of broken homes and child abuse it is important for students to gain in self-confidence and self-respect as they develop skills they can use in their daily lives.

"In my foods class elders assist in gathering, cleaning and preparing 'local foods.' Community members are also part of our annual style show which provided students with planning, modeling, narrating, and leadership opportunities. The Chef's Club sells baked goods and learns marketing skills. The foods class prepares many means for parents, the School Advisory Committee, and the Chatham School Board. My child care class gains valuable hands-on experience while working with the community clothes. While teaching subject relevant to student needs I use a variety of strategies in an attempt to reach my students."

Carole Groh—TOY CO—recommends "The Personal Resource Development (PRD) co-authored by Beth Zitko-Peters (instructional specialist for Colorado Spring school district 11) and myself. This curriculum has recently been designated the pre-vocational middle school curriculum for Colorado."



Mollie Abadie

Mollie Abadie—TOY LA—says "Choices is a timely magazine the students enjoy and use for outside reports. Videos from the March of Dimes are excellent."

Alverna Thomas—TOY Idaho—suggests using "Teaching kits from the education department and the beef industry council of the National Livestock and Meat Board."

Judy Whitener—TOY MO— suggests these resources: "Future Homemakers of America publications, etc., co-curricular classes with FHA/HERO. Outstanding community involvement and public relations."

Kathy Gifford—TOY NE—says that "more than any textbook or magazine, resources such as having a mentor friend, attending workshops and networking with other teachers and resource people prove to be most helpful to me."

Nancy Pierce—TOY NV—explains, "I tend to put packets together from various sources, and then have a very structured/unstructured classroom with every student doing something different—working at their level/speed towards a due date. I also teach business machines in the program so that we are oriented toward skill accomplishments."

Lucy Sullivan—TOY WV— says that "In the cross-age teaching project, I found the following to be of great help: nutrition education materials from the National Dairy Council; computer software—What did you eat yesterday?, Snackmonster, Printmaster."



Lucy Sullivan

1990 TEACHER OF THE YEAR AWARD PROGRAM

Who is eligible for the TOY Award Program?

Eligibility

Any individual is eligible who is a home economics teacher, grades K through 12 only, and a current member of the American Home Economics Association at the time of nomination to national competition. The award may also be given a second time to an individual for outstanding contributions different than that for which the first award was given.

Nominations

Nominations may be submitted by any individual or organization using the 1990 nomination procedures and forms available from the state Home Economics Association's Teacher of the Year Chair or through the AHEA Foundation office. Each state may submit one nomination for the national competition. All entries must be postmarked by March 15, 1990.

Basis for Selection

Some of the selection criteria are:

- Pertinence and timeliness of program for the community/population it serves;
- Innovation/creativity;
- Impact on students' lives beyond the classroom;
- Integration of other related subject matter with home economics subject matter;
- Heightened visibility of the home economics concepts; and
- Professional commitment.

The program focus areas may be selected from any of the following:

- Career Awareness/Job Skill Training
- Consumer Education/Family Finance
- Creative Dimensions/Alternative Program Designs
- Family Life/Personal and Social Development
- Nutrition Education/Diet and Health

...

MIRACLE: Making Ideas Reality Allowing Creative Learning in Entrepreneurship

Geraldine Miracle
Kentucky Teacher of the Year



Would you like to make an idea reality and run your own business? Many of the students at Beechwood High School in Ft. Mitchell, Kentucky have that goal. In fact, about one-third of my senior home economics students say they would like to be an entrepreneur. Entrepreneurship is a topic of interest to many people because small business ownership is a major part of our market economy. Home economics is very concerned with the economics of our society by its very nature; therefore, the home economics curriculum seems an obvious place to introduce entrepreneurship education to high school students.

MIRACLE: Making Ideas Reality Allowing Creative Learning in Entrepreneurship is a two to three weeks study of small business ownership as a career option. Most teenagers know about working for others; however, many have never dreamed of working for themselves. The purpose of this study is to give students the option of entrepreneurship as a career.

One of the most valuable aspects of this unit is to help students determine if they are interested in entrepreneurship. Perhaps, the greatest service is to help some students know that entrepreneurship is not for them. Hopefully, this will prevent some students from a future business failure. The program starts with what is an entrepreneur and is it for you. The lesson titles include:

1. Entrepreneurship—Why?
2. Is It For You?
3. Career or Jobs That Lend Themselves to Entrepreneurship.
4. Going Into Business
5. Making My Business Profitable.
6. Now I Am the Employer!

7. Advertising Makes the Difference!
8. This Is For Real!

This overview of entrepreneurship has had a significant impact on students lives by helping them to realize what entrepreneurship is all about. This unit of study in no way attempts to have students ready to run their own small business operation in two to three weeks; instead, it gives students an opportunity to explore entrepreneurship through class activities and their imagination and gives them the foundation to investigate details on their own.

The last month of school which is normally a time that seniors need to be stimulated with interesting activities has proven to be a perfect time to teach **MIRACLE**. Many interesting exercises are included such as:

- An entrepreneur that sells sheets for yachts. She owns Nautical Images, Ltd. and comes to class to share the story of making her own business successful.
- Students become the employer, read job applications and interview potential job candidates for their imaginary company. Each student fills out a job application and makes copies of it. In class at least three job applications are handed to each student. From these applications they determine at least two applicants to interview for their job. This is a back door approach to teaching students the value of completing job application forms neatly and correctly. It makes real sense to students when they are trying to determine the recipient of their company's job. Each student then interviews at least two people. It is not necessary for the teacher to explain the importance of appearance, neatness, honesty, etc., when filling out the application forms and going for an interview. Everything becomes very real when it is their own company that is affected.
- Index cards are used for students to write their favorite hobby. The students then get in groups and

(Continued on Page 147.)

Relationship Course

tt

Kathy Gifford
Teacher of the Year
Nebraska



The Relationships Course at Wood River Rural High School is intended to help students build self-confidence and strong relationships in all aspects of their lives. The course is open to all students in grades ten through twelve. Awareness that low esteem and lack of communication skills contributes to job loss and/or relationship failures led to the development of the course.

Specific skills studied include decision making, problem solving, communication techniques, coping with stress, assertiveness and handling conflicts constructively. Students practice such activities as the trust walk, power push and communication puzzles. Each student also records their feelings and thoughts in a journal throughout the semester.

The first unit deals with getting to know oneself through values, goal setting and decision making. Students experience such activities as the hot seat, college identification, and personal space games. This unit serves as the basis for the second unit, which is personal decisions relating to drugs, alcohol and sex. Application of the decision making and some testing of what they think their values are takes place. Assertive communication techniques are introduced and practiced so that students will be able to use the technique in a pressure situation. The third unit deals with relating to others. During this unit we have special days such as Grandparents Day, Handicapped Day, and the Gadget Factory Day. This helps the students to become more aware of people of different ages and in different situations. Finally we have a unit on stress and stress management. Hard to handle emotional situations are dealt with such as death, terminal illness, job loss and family violence.

Through our activities, English, speech and history are integrated throughout the course. Our communication activities and journal writing provide students with an opportunity to use the English and speech skills in a little different way. Students find

it amazing how often historical events affect people's behaviors, attitudes and relationships.

When the students were asked to comment on the course, the following statements were made:

- "I learned alot about dealing with others especially my family, friends and co-workers. You need those skills your whole life."
- "You learn how to solve problems in your relationships with others."
- "It prepares you for the future. I can be more prepared when I'm under a stressful position."

When students were asked if they had tried to put any of the techniques into practice in their own lives, the following statements were made:

- "Yes, I've listened better when people want to share things with me and I don't jump to conclusions about people without giving them a chance."
- "Yes, I have tried to cut down the sarcasm or cutting people down. I have tried harder to get along with people I don't especially like."
- "Sticking to my values—stating them and sticking to them under a stressful situation has been helpful."

It is evident that the students continue to learn, grow and develop their personalities and relationships throughout their whole life. My special reward is to think that I have had the opportunity to contribute in a positive way to this growth. •••

The most important attitude that can be formed is that of desire to go on learning.

John Dewey
Experience and Education
P. 49

Independent Life Skills

tt

Kay Wolff
Teacher of the Year
South Dakota



The course "Independent Life Skills" was created in response to a need in our school system. Many students had taken math, science, language and other college preparatory courses that did not teach them skills to deal with day to day living situations. Parents of these students expressed an interest in having their children take a home economics course that would help them deal with "real world" decisions. The course is offered to junior and seniors.

The central focus is to assist students in preparation for living on their own. To achieve this goal, a variety of concepts are taught. The introductory unit of the course starts by examining personal identity. Students complete various workbook exercises, class discussion and role play in determining their personal values and goals. They study the concept of self-esteem and ways to enhance self-esteem. Students who have a very low self-esteem often have negative academic experiences, and may not be athletically inclined. Throughout the year, the program is intended to help students identify their strengths and to build a positive self-image.

A boundary breaking exercise helps to develop a trusting climate for discussing communication skills. Students learn the importance of using "I" language and the relation of body language in expressing feelings. They study techniques for resolving conflicts and the causes of conflict. Students discuss their feelings of frustration as adolescents and the importance of belonging. Pressure forces, both positive and negative, are analyzed.

The concept of sex-role stereotyping is introduced. Students analyze it's historical effect upon opportunities for women and how these opportunities are slowly changing. The ethnic heritage of this area has regarded women as subserviant to men. This standard is not accepted by the general population. Males and females discuss their expectations for relationships and the role of dating.

The importance of the family as a basic structure in society is covered. Students analyze the changing composition of today's traditional family structure. The number of single-parent families and blended families is on the increase. The impact of these changes on society is examined.

Decision-making is a skill which students develop by analyzing case studies. By using their own personal experiences, students apply the concept of decision-making to daily situations.

Financial management is an objective which students accomplish by learning more about budget, checking accounts, credit and insurance.

Students work toward their goal of living on their own. They analyze rental property by researching the classified ads and talking with friends and relatives to get an approximate idea of the cost of living in different geographic areas. Understanding all costs of rental is an important concept, as well as understanding the terminology in a lease contract.

Coping with stress is included in a unit on wellness which deals with the importance of rest, exercise, and proper nutrition. The misuse of chemicals to relieve stress is discussed.

Weight management and the balance between calories and weight are discussed. Eating disorders and problems associated with poor diets for teenagers are covered in a unit. With the abundance of nutrition information in the media, it is important that students are able to distinguish between the facts and fallacies. Students study ways to determine if information is reputable. Using the dietary guidelines, students plan nutritious meals. Understanding the importance of safety and sanitation is a topic which is emphasized throughout the foods unit.

Students learn the correct operation of a sewing machine. They use their skills in sewing sweatshirts and duffle bags. Students also learn how to operate an overlock/serger. The use of the serger adds a professional touch to their projects and a real sense of pride as most people are unaware that their projects are handmade. A unit on clothing selection and care covers the analysis of fads and classic styles, as well as effective wardrobe coordination.

The concept of entrepreneurship is studied by the students. They assist in the operation of the businesses, "Balloons-4-You" and "Bobcat Hooper

(Continued on Page 157.)

Integration of FHA/Hero into the Classroom

Judy Whitener
Teacher of the Year
Missouri



I sponsor the local chapter of the Future Homemakers of America. My students work with preschool, elementary, headstart, and handicapped children as well as senior citizens. Community projects are developed on drug use and abuse, physical fitness and good eating habits, money management, self-esteem, safety for children, sexual promiscuity, and family abuse.

An instructional method which has been successful in my classes is the integration of FHA/HERO that allows all my students to develop leadership skills. Each class elects officers and the class president leads the students in planning at least one FHA/HERO project related to the curriculum. Students brainstorm for ideas, narrow concerns, make decisions, and accept responsibility for their decisions. After the project is completed, the students make evaluations. The following are examples of projects that the students developed:

A popular project is the mock wedding in the dating and marriage class. Students choose the mock groom, bride, best man, and bridesmaid. Committees are appointed to plan the wedding. Emphasis is placed on wedding costs and the commitment of the marriage ceremony. Each committee reports to the class for approval. During the mock wedding, the bride and groom, in full dress, repeat the vows with the minister. Following the ceremony is a wedding reception. Many students say, "This is like a real wedding." The project is taken so seriously that I once had a bridegroom faint three times before the ceremony was completed.

Another class project is an egg hunt with preschool children and senior citizens. The students take the children to the health care clinic to dye eggs with the senior citizens. The next day, the senior citizens hide the eggs and

the children and students return for the egg hunt.

Another successful class project was the development of a nutritional program for children. Students were concerned about poor eating habits. The class worked with a language class and developed a story, Snow White and the Seven Healthy Dwarfs. The story describes Snow White eating all the nutritional foods and helping the dwarfs follow good diets. The old witch was fat and ugly and ate all junk food. She poisoned Snow White with a candy bar and while Snow White was asleep, a handsome prince chewing on a carrot came riding by and gave her a kiss. The students were pleased with the story. They worked with the art department developing a descriptive coloring book to compliment the story.

Integrating FHA/HERO into the classroom is a teaching method that has helped our program to grow. Our enrollment has increased because of the projects. At the beginning of the semester, students ask: "What project will we do? I always respond, "I don't know", because I don't know until the students make the decisions. I am amazed at the ideas students develop. Students enjoy the projects and our program receives excellent public relations. The most successful part of integrating FHA/HERO into the classroom is the involvement of every student. Involving the uninvolved student is my goal. The uninvolved student helps plan and organize the projects because it is part of the class curriculum. Each student develops positive self-esteem and a sense of pride in FHA/HERO and his school. •••

The purpose of teaching is to inspire the desire for learning. The teacher who knows all the answers is not always the one who knows the right questions to ask.

Sydney J. Harris

Eating for the Health Of It

tt

Frances Baynor Parnell
Teacher of the Year
North Carolina



Current data which show that infant mortality, teen pregnancies, population density, and longevity are increasing makes preventive health care a relevant topic for everyone.

Using the concept that students learn best when teaching others, I initiated programs which give students opportunities to teach, and therefore, practice nutrition education as it relates to diet, health and physical fitness. This approach allows students to study dietary needs as they change throughout life and to practice planning meals, snacks and refreshments for special events that are consistent with dietary guidelines endorsed by the Surgeon General's Report and National Institute of Health in 1988.

Nutrition education is basic to the well-being of people and determines the wellness level that any individual or society can expect to achieve. While much attention has been focused on health and wellness in the 80s, teens have not widely joined the force for healthy living. My program uses a non-traditional approach to teaching nutrition, diet and health, and recognizing that students are still establishing dietary patterns that will influence their own well-being for the rest of their lives, and in the case of females, that of their children. People like to eat and are more likely to participate in events which offer food. I have capitalized on this human drive and taught nutrition through a broad spectrum approach, infusing the concepts into advanced home economics, child development, and consumer management.

The following examples indicate some ways nutrition has been successfully taught at John T. Hoggard High School:

1. To introduce dietary guidelines to senior citizens and to encourage incorporation into lifestyles, advanced home economics students creatively planned and taught three classes to seventeen enthusiastic seniors. To insure participation, they

were always invited to lunch and foods prescribed by the dietary guidelines were served. Educational skits, games, demonstrations and armchair aerobics were used to educate and entertain. Everyone loved the series! Even the students discovered that they enjoyed foods without salt when other seasonings were substituted.

2. To gain experience in relating to children, child development students plan and teach a series of four nutrition classes to groups of four-year olds each semester. Little children love to cook and respond enthusiastically to a hands-on approach to learning about nutritious meals and snacks.
3. To comprehend the value of straight information advertising, consumer management students conceptualized and developed the framework for an educational poster to advertise peanuts for Peanut Growers Promotions entitled, "Eat Peanuts Just for the Health of It." This 17" x 22" poster teaches health practices and shows how peanuts fit into a plan for nutritious meals and snacks. The class was paid \$1,000.00 for their work, and the poster was distributed nationally through *FORECAST* Magazine.
4. The FHA/HERO Chapter invites other student organizations to co-sponsor annual hunger luncheons which point out the inequities of food distribution and reasons for malnutrition around the world. This annual observance, held on World Food Day in the school's media center, induces global thinking as participants are challenged to seek ways to alleviate world hunger. Students pay up to \$4.00 for tickets to participate. (Luncheons which we call "Hunger Banquets" are held during each lunch period so that all who wish may participate.) Monetary contributions to organizations such as Trickle Up and Presbyterian's Answer to Hunger (PATH) are made as a result.
5. To instill an awareness of hunger as it exists in our community, "Box Day" was initiated in keeping with a European tradition where after a feast, people prepare boxes of food for the needy. After World Food Day, students fill decorated boxes with hundreds of non-perishable food items

which they deliver to one of the town's food banks for distribution to the hungry. After focusing on the needs of developing countries around the world, it is felt that students need to recognize and help alleviate the hunger which also exists at home.

6. To improve cafeteria manners in one elementary school, the school's guidance counselor asked my child development students to spend a day on their campus role modeling appropriate table manners, as well as, teaching the importance of eating the nutritious foods served to them. This program received high accolades among elementary teachers and their students according to the counselor.

As students respond to the challenge of teaching others, they develop or enhance their own learning and therefore, retention. They also grow in many other ways which include confidence, communication skills, leadership abilities, resource management and creativity.

Certainly the greatest indicator of accomplishment is one's personal satisfaction and pride in knowing that s/he was responsible for a job successfully completed. The successes and productivity of these students have been widely recognized by others.

Senior citizens who participated in the nutrition classes told the press they had used the information learned in these classes at home and liked the results obtained.

Parents have called and written numerous notes about impressions the nutrition classes made on their preschoolers. Parents indicate that the children become more adaptable and enjoy a wider variety of foods at home after these classes.

The World Hunger Program has certainly been the most visible nutrition program of those conducted by my students. Its timeliness, interdisciplinary approach, and interdepartmental involvement made it appealing to all groups. It offers that feeling of "ownership" to all who participate and a sense of self-worth when participants discover that they can truly do something to help combat world hunger. The fact that it is sponsored by FHA/HERO and initiated by home economics students makes home economics and the importance of an adequate diet visible to the hundreds who have already participated. The local, state, national, and perhaps through AHEA's Global Connections portfolio submitted to the International World Food Day Committee located in Rome, Italy—even international visibility is certainly helping to internationalize the home economics image.

Summary

This wellness approach to teaching diet and nutrition removes the cooking stereotype and focuses on dietary goal-setting to reach and maintain a desired health status throughout life. It includes not only diet and nutrition; it also integrates other lifestyle factors which affect optimal health.

Through a broad spectrum approach, this pertinent and timely program has touched the lives of preschool children, elementary, junior high and senior high students, parents, teachers, counselors, school administrators, other school staff, and community leaders. It has been recognized by the media at the local, state and national levels.

Dr. Norman Robinson, Clinical Associate Professor of Medicine, University of North Carolina at Chapel Hill, who supervises medical interns at the local hospital, endorsed the efforts of this program by stating, "We are becoming increasingly aware of the significance of particular components of our diet as they relate to disease. We are keenly aware of the importance of fat and cholesterol in the diet as they contribute to heart and circulatory problems. Low sodium diets help to curtail high blood pressure. We are also aware of the harmful effects of alcohol and nicotine. Efforts to promote a program such as this increase awareness among high school students as well as those they teach. The entire population would be better off if we had general adherence to the precautions being taught in this program."

A recent meeting of the National Governor's Association revealed a concern regarding Americans' general lack of knowledge of other nations. They consider this a barrier to successful international trade. The governors were reported to say that public schools should add geography and international relations to the curriculum. By addressing world hunger issues, these home economics students are finding relevance in their nutrition studies and an "internationalized home economics program" is the result.

This creative program is indeed pertinent and timely. Students are learning to make a difference in the lives of others while they learn to improve the quality of their own. They are learning nutrition by preparing to teach the facts to others. They are also enhancing their own retention rate. •••

*I'm not a teacher,
but an awakener.*

Robert Frost

Janet Powell
Wisconsin Teacher of the Year



Entrepreneurship was developed in 1985 because of a need in the Family/Consumer Education curriculum at Orchard Ridge Middle School for career exploration. The newly-revised DPI (Department of Public Instruction) Curriculum Guide for Family/Consumer Education placed a strong emphasis on career exploration in middle school. Career exploration also became a DPI requirement of the Education for Employment program in middle school. When my sons completed high school and entered the college selection process, I became aware of the importance of students beginning to plan and think about the world of work at this early stage.

The student population at Orchard Ridge Middle School in Madison, Wisconsin is predominantly white, middle class with a minority population of about 12 percent. Many of our students will attend college or other post-secondary institutions after graduating from high school.

The class is an elective eighth grade course which the student chooses from nine elective offerings. While this is an elective course, class size is somewhat controlled to balance enrollment in each of the elective sections. Enrollment averages approximately 2-25 students each semester, a combination of boys and girls.

Entrepreneurship was chosen as a career emphasis because many of our students will be involved in small business some way in their lifetime. Many home economics related occupations lend themselves to entrepreneurship, both for males and females. Almost half of all small businesses fail in the first two years. By having a short term but practical experience in small business, the students may identify an interest and learn what it takes to make a small business successful. Economic principles of supply and demand, competition and profit and loss are learned in the business process.

Entrepreneurship provides a practical, hands-on experience in planning, decision-making and problem-

solving. It incorporates many work values and skills that are learned in the family.

Entrepreneurship is part of a semester long, elective course. During the first quarter of the semester the students investigate the questions, "How is self-concept affected by appearance?" and "How do families manage clothing needs?". Entrepreneurship takes about eight weeks of the second quarter and further career and job exploration utilizing WCIS materials and software complete the quarter.

The entrepreneurship unit begins by exploring the meaning of the word "work". Examples and non-examples are given with the eventual formation of definitions of the word. Work of the family and values of the world of work are compared and discussed. (The students have studied about the work of the family in the required sixth and seventh grade courses.)

The students are then introduced to entrepreneurship and various business concepts. One or two small business owners are invited to share their experiences with the students. The students progress from learning about the qualities and characteristics of entrepreneurship, to developing ideas for a business, to actually setting up a business.

To develop ideas, the students experience creativity activities and look at trends. Marketing research is conducted on the target market to determine a need or interest for the proposed business. Guest speakers inform the students about market research and advertising techniques. Before the business can actually be started, a business plan is written and must be approved by the school principal and myself.

The businesses are self-selected groups of usually four to five students. Before forming, the responsibilities within the business such as management, production, record keeping, etc. are discussed so the students have some idea of the expectations of the role assumed. Businesses are set up according to sole proprietorship, partnership or corporation.

The business may be a product or a service, although usually the students choose a product. The product may be something they construct (e.g., holiday ornament, tote bag, scarf) or decorate (e.g., tie dye, stencil) or any other creative idea they may have that might relate to the curricula of the first quarter.

After completing the market research to determine a need and getting the business plan approved, the students begin their business. Financing the business can be done in several ways—taking out a loan

from parents or teachers on which interest is charged, contributing their own money or selling stock.

Using information provided to them by an advertising specialist, the students begin to advertise. The students find advertising the business is most important because if the customer doesn't know the business is there, s/he won't buy what is offered. Who the students choose to sell to determines the kind of advertising the students do. The most popular market has been other middle school students at Orchard Ridge Middle School. Other possible markets are the Orchard Ridge Elementary students because they are in the same building. Parents are another market to which the students might direct their efforts.

Forms of advertising include written media utilizing posters, flyers, etc., radio, using the P.A. and television advertising. Students are encouraged to work with the eighth grade language arts teacher who teaches a unit on radio. This year the students wrote television commercials, with the help of a resource person from a local television station, produced them and showed them in the various classrooms. (These commercials were also shown on the local public access television channel.)

Product production can be, and is encouraged to be done in the classroom. Before the students begin production, a few decisions will be made such as: who will be responsible for the purchasing of supplies needed, what will be the most efficient production method, will it be done assembly-line or another method, and who will assume which responsibilities in the process. With information about labeling laws, the students design appropriate labels where necessary.

The product sales take place over a period of two to three weeks. Before and during the selling process, the students learn about sales promotion and good sales techniques. They also become aware of customer rights and responsibilities as they sell their product and listen to their customers. Selling is done early in the morning, at lunch time and in the evening at the book fair, concerts, etc. Some groups choose to take orders, others to produce and then sell.

Inventory control and record keeping of expenses and income are an important part of the business, and one that students find most difficult. Math skills find a practical use here and the eighth grade math teachers are available to assist when and if necessary.

Students experience some of the "real life" costs of operating a business. Profitable businesses are assessed 5 percent of gross profit for operating expenses such as utilities and advertising costs and 35 percent of the net profits for taxes. This money is then donated to a charity decided on by the group.

As one might infer, because of the many responsibilities within the business, each student is kept very busy. Cooperation, organizational skills, communication skills and responsibility become very important determinants to the success of the business. (Success of the business is judged not on profitability but the completeness with which the requirements were executed, the effort shown and the problem-solving strategies enacted to overcome any difficulties.) The students are very motivated because they want their business to succeed.

During the business operation the teacher acts as a facilitator. Concerns with business problems such as marketing, sales, communication difficulties or lack of responsibility on the part of one of the business partners are worked through by the group with the teacher asking questions and offering suggestions, facilitating the discussion but not making the decisions. Where possible, the business experiences are compared to situations experienced by small business or are related to family situations.

Evaluation of this unit is done in several ways:

- Students are graded on the completeness and thought of the business plan.
- A weekly checklist (based on the critical spirit) is filled in by the students to highlight group interaction skills.
- A final report is handed in from each group.
- A final evaluation of group participation of each member (is filled in by each member).
- An oral report is given by each group in which they reflect on what was successful and what they would do differently.
- An anonymous course evaluation is given at the end of the unit.

Evaluation provides the students an opportunity to reflect on their skills and effort. Record keeping is perhaps the most difficult for the students. Some students find they are better at sales, production, or accounting. Communication skills, responsibility and cooperation are found to be very important to group success. Overall, students are able to identify important skills learned in the family and apply their importance to the world of work. •••

Taking Charge: Thinking Critically and Creatively Toward Ethical Action

Jan Abramsen
Teacher of the Year
Pennsylvania



Consumption and the material wants and needs of life have become so dominant that psychic, social and cultural needs are neglected, reason constrained and critical reflection diminished. Effects include alienation, loss of individuality, meaninglessness and often insistence on meeting personal desired with weakened concern for the welfare of others." (Bubolz, 1988)

Education must be seen, not as providing right answers, but as confrontation with problems; not imaginary play problems either, but real ones in which decisions count. (Coombs, 1966)

To many students, particularly middle school students, the world seems a conflict of contradictions and confusion beyond their control. Rather than feeding nuggets of prepackaged, soon to be obsolete information, my goal is to help students build a nurturing community where they can participate together in dreaming visions for the future and thinking critically and creatively of realistic ways to build those dreams. As students wrestle with great ideas and practical, perennial problems, they realize that their decisions and actions impact on not only their families, but on their local community and the global community.

A spirit of critical and creative thinking, not a set of skills or method of teaching, is essential to students becoming independent thinkers who care about their world. This spirit calls for new perspectives for seeing oneself in the world. It means willingness to let go of old meanings, ideas, and ways of doing and thinking. This spirit celebrates that there is more than one reality in the world; realities represented by various ethnic and cultural groups which need to be unwrapped, studied, and evaluated before one begins to build one's own view of the world. This spirit creates a thirst for more inquiry and learning.

Choosing not to be a mirror image of others also means not being a captive to social forces. With this freedom comes responsibility. David Perkins, Harvard University, describes a creative thinker as one who "depends on working at the edge, more than at the center of one's competence." Thus, students are to be continually challenged to question the given paradigms, asking "What if? and "Why not?".

Students develop and share heuristics for solving life's unstructured, ill-defined problems. This challenges them to build their own knowledge and criteria for judging rather than depending solely on experts. As students develop a sense of pride and confidence in being able to reason through the complexities of their world and take action to create changes, they feel more unique, more needed and more useful, and more in control.

Taking charge strives to challenge and empower students:

- to become independent thinkers who live deliberately, taking responsibility for their decisions and actions;
- to enlarge their worlds by learning from and respecting others representing different cultures, economic situations, ages, and abilities;
- to question gender and racial stereotypes which limit the expression of the full range of human traits;
- to think critically about what is and creatively about how to achieve what should be;
- to effect changes in themselves, in their families, and the local and global communities that will engender the common good.

Students and Teacher in Partnership

If my job is to fill students with capsules of knowledge, requiring them to collect, file, memorize, and give back this knowledge, then my main responsibility is to insure that students produce good test scores.

However, if I am a partner with my students in the learning process, investigating and transforming our world, then my responsibilities and theirs must be interdependently deepened and broadened. We must be nurturing and challenging each other to be autonomous individuals reflecting upon common needs and interests and taking actions for the betterment of not only ourselves, but our families, neighborhoods,

and global community. My attitude toward learning speaks more convincingly than carefully planned activities. Thus, I am responsible:

- to create a rich environment where compassion, mutual trust, dignity, spontaneity, curiosity, divergent thinking, and consensus can thrive;
- to recognize and reduce my biases and assumptions while challenging my students to examine their own dogmatic beliefs;
- to develop and maintain a view of students as thinking, capable of ethical action individuals who can change themselves and their world as they critically question and creatively dream;
- to celebrate students' efforts at flying, even when there are mistakes, wrong turns and crashes;
- to slow down and gift students with time to think and digest and react;
- to keep my sense of humor on call and my integrity untarnished;
- to ask if I really believe and do what I tell my students is important;
- to listen to their agendas as well as my day's objectives;
- to be irritant, calling students to question paradigms, thus moving from being passive to self-directed and responsible;
- to be a presence that encourages justice rather than power, wonder and awe, confidence in one's abilities and ideas, joy in giving service to others, and the certainty of being able to make a difference.

Families and Community in Partnership

What does it mean that we are a nation experiencing peace when other nations, but violence at home? A nation scrambling to maintain its high standard of living while losing its quality of life? A nation espousing democratic ideals while supporting hierarchies of opportunity and access? A nation founded on individual freedoms that seeks to homogenize the cultural differences and even select which cultures will be admitted to the melting pot?

Families and educators need to be partners in dialogue and action to insure a future of hope for our children. To be partners, we must honestly examine our goals for education. Do we really desire education to transport our children to common destinations rather than helping them develop resources for their individual journeys? Should classrooms be fast-thought drive-thrus where knowledge and truth are dispensed? Are schools to be primarily training grounds for the next level and then the next and then finally for jobs? In a world where compassion and

consensus are critical to our survival, do we want education to promote individual clawing to the top compensation? When our children achieve high test scores in the three R's, does this mean they have developed a breadth of knowledge and a whole perspective on life?

Education, in partnership with families, can actively engage the whole child in discovery, examination, and discourse about themselves, their neighbors, and the world. Taking the road not heavily traveled might lead to a dead end or a new journey of thought. Thus, the process of learning is as crucial as the product, i.e., the right answer or mastery of a skill. Emphasizing the development and sharing of heuristics rather than just the memorization of algorithms prepares students to be problem seekers and solvers, not just skilled workers.

Classrooms offer valuable opportunities for children to learn participatory democracy as they work toward consensus, if, indeed, there is still truth and knowledge to be discovered and examined, then each child becomes a valuable resource for the group's learning together. Interactions with children from different cultural and family backgrounds can help develop individual and collective autonomy.

When children gain understanding of historical conditions impacting on individuals, families and societies, their own self-understanding begins to change and deepen. At the same time, their evaluations of how various social structures enhance and inhibit family and community well-being can call them to thoughtful action in changing the structures. They become engaged in a lifetime process of learning and taking action.

As they learn from each other and their community, children can develop a global perspective that openly investigated traditions, values, and contributions of other cultures. Reciprocity is nurtured. Challenging students to think critically about the consequences for their actions in the local and global communities fosters commitment to democracy.

Families and education, seeking mutual goals, can seek to develop competencies which empower students to be agents of change in the world.

References:

- Bubolz, M. (1988). Thinking for ethical action in families and beyond: Issues, development and dreams. Second International Conference on Thinking and Problem Solving in Home Economics, The Ohio State University, Columbus, Ohio.
- Combs, A. W. (1966). Fostering self-direction. Association for Supervision and Curriculum Development. •••

Relevance in Teaching Clothing: A Case for the Human Ecological Approach

tt

Lillian O. Holloman, Assistant Professor
Department of Microenvironmental Studies
& Design
Howard University
Washington, D.C.

Like all educators, secondary home economics teachers constantly face the challenge of maximizing the learning experiences of their students by making learning exciting, creative, and most of all, relevant. An additional challenge is that of bringing traditional subject matter into the realm of contemporary living. The utilization of an ecological approach can make this task more achievable.

The ecological approach is concerned with the interaction of humans with their near environments (Compton & Hall, 1972; Bubolz, Eicher and Sontag, 1979; Edwards, 1988, Strickland, Hamner & Robertson, 1988). Clothing, which represents an individual's most intimate, external environment (Edwards, 1988, Parker, 1988), lends itself especially to the ecological approach because of its physical, economic, sociological, cultural and symbolic nature. The study of clothing from an ecological approach encourages class participation and offers several specific goals:

- (1) To broaden students' understanding of the subject matter;
- (2) To increase students' problem-solving and decision making ability;
- (3) To enhance students' critical thinking ability;
- (4) To improve students' oral presentation skills;
- (5) To improve students' valuation skills.

Because the ecological approach dictates the study of clothing holistically and across disciplines, the following broad topics, recommended activities and skeletal lesson plans are proposed. The teacher and students can jointly select the activities that are most feasible and relevant for them.

Suggested topics and activities are:

I. Clothing Care

- Discuss/demonstrate proper laundering, stain and spot removal.

- Discuss/demonstrate hand washing and ironing of regular and delicate garments (such as silk blouses).
- Discuss/demonstrate storage procedures for out-of-season clothing.
- Discuss care labels and the interpretation of care procedures.
 - May bring in examples of garments not properly cared for and show the results.

II. Clothing and Aesthetics

- Discuss/demonstrate the use of clothing to help compliment the figure and to create the illusion of (desired figure proportions).
- Discuss/demonstrate the use of accessories to add interest, originality and versatility to clothes.
 - May invite a clothing or wardrobe consultant in to discuss topic and give demonstration of concept.

III. Clothing Symbolism

- Discuss how clothing can be used to send messages to others.
- Discuss national or local events and the role clothing has played in that event.
 - Parades
 - Inaugurations
 - Balls/proms
 - Weddings
 - Concerts
 - Halloween parties/masquerade parties
 - Funerals
- Discuss the role that clothing plays in an individual, family, or group ritual.
- Discuss the part clothing plays in various organizations to which you belong.
 - Church choir
 - Girl Scouts
 - Community clubs
 - Athletic Teams
- Discuss the role of school uniforms
 - What do they mean to those wearing them and to those observing them?

IV. Clothing and Economics

- Discuss ways to economize on the clothing budget

- Engage in comparison shopping by locating and pricing similar items from different types of stores:
 - Department store (upper, moderate and lower priced)
 - Boutiques
 - Discount/off-price stores, thrift shops
- Discuss reasons why similar merchandise may sell for different prices at the various stores.
- Explore thrift shops to compare prices and quality of merchandise to that found in conventional stores.
 - As a fun exercise, students can try to coordinate an outfit from garments found in a thrift store and then share the results of that experience with the class. No purchasing is required.
 - On the basis of this exercise, students can formulate guidelines for resale or second-hand shopping, pointing out how different it is from regular shopping.
- Study imports by taking a survey of a specific item to determine its country of origin. (Example: In a department store, or a shopping center, randomly select 20 sweaters from different vendors or from different parts of the store and read the label to see how many were made in the U.S. and how many were made in a foreign country.)
- Survey store personnel (both managers and salespersons) to determine what part imports play in their store and how their store would be affected if management changed its present policy on imports.
- Identify and research some of the main issues surrounding imports and discuss them in class. Ask for example whether students feel that the U.S. clothing industry would benefit if fewer clothing items were imported Why?

V. Clothing Selection

- Discuss some construction details that are necessary for reasonable serviceability of apparel.
- Check and compare construction details of garments from various stores:
 - Mass volume discount stores
 - Newer "off-price" stores
 - Designer boutiques within department stores
 - High/Moderate/low-priced department stores
- The following construction details should be checked:
 - Seam width and finish
 - Buttonhole treatment
 - Grainline

- Hem depth and treatment

VI. Clothing and Image Projection

- Read and compare various books on "dressing for success." Prepare book reviews to share with the class. Analyze dress of persons shown in magazines, newspapers.
- Analyze your own dress and describe the image that you feel you project; describe the image that you would like to project and how clothing can assist you.
- Show pictures or slides of individuals and ask students to characterize each person shown based on this assessment of their dress and discuss reasons for their choices.
- Invite a personnel officer to class to address clothing and its relationship to first impressions and hiring. (May invite school principal since that person often hires personnel.)
- Survey individual reactions to dress by browsing in a department store that caters to higher-income customers. Make two trips to the same store. On the first trip, wear well worn, old or out-of-date clothing. On another day, wear your better garments. Compare the two visits by describing the reaction of the store personnel to you as a potential client.

Skeletal Lesson Plans

Lesson plans that incorporate the aforementioned activities can be flexible. The skeletal outline that follows requires both teacher and student participation. This format should be used only as a guide. Adjustments can be made as necessary to comply with student needs, readiness, attention span, and makeup or personality of the class (Chamberlain and Kelly, 1981). The instructor must also consider the time allotment for the clothing unit.

I. Day 1

1. Teacher introduces clothing unit, outlining the different topics that will be discussed.
2. Teacher divides class into groups consisting of four or five students per group.
3. Teacher assigns group a topic such as "clothing care" that the group will later develop into a lesson to be presented to the class.

II. Days 2 - 9

Each day teacher discusses one of the selected topics in order to provide the class with an overview of the scope of the topic.

III. Days 10-15

1. Student groups work on developing their assigned topic into a clothing lesson to be presented to the class. Students will use their home economics class period to work on their lesson. Students will also be expected to work on assignment outside of class. Teachers may permit students to use the library during the class period.
2. Each lesson plan must be developed in consultation with and approved by the teacher.

IV. Days 16 - 23

As an alternative to the traditional method for teaching:

1. Each group presents its topic to the class. (Each lesson will be about 25 - 30 minutes.)
2. Teacher decides which group will be presenting each day or students can hold a lottery to decide.
3. Time should be reserved at the end of each class period for questions, discussion and clarification of information. Time should also be allowed for evaluation from teachers and peers.
4. Teacher may add additional information about the topics following the group presentations.

In today's world, students need a wide range of skills for competent living. The human ecological approach fosters skill development by increasing knowledge, stimulating analytical thinking, and encouraging responsible decision making. Thus, this approach facilitates the role of home economics education by improving the quality of life for individuals and families (Fleck, 1980; Parker, 1987). Furthermore, the human ecological approach can make a difference by offering challenging, exciting and relevant contemporary courses.

References

Bubolz, M., Eicher, J.B. & Sontag, M.S. (1979). The Human Ecosystem: A Model. *Journal of Home Economics*, 71, 28-32.

Chamberlain, V.M. and Kelly, J.M. (1981). *Creative Home Economics Instruction*, 2nd ed. New York: Webster Division McGraw-Hill Book Company.

Compton, N. and Hall, O. (1972). *Foundations of Home Economics Research. A Human Ecology Approach*. Minneapolis: Burgess Publishing Company.

Edwards, C. (1988). *Human Ecology: The Interaction of Man With His Environment*, 11th ed. Howard University.

Fleck, H. (1980). *Toward Better Teaching of Home Economics*, 3rd ed. New York: Macmillain Publishing Company, Inc.

Parker, F.J. (1987). *Home Economics An Introduction To A Dynamic Profession*. 3rd ed. New York: Macmillian Publishing Company, Inc.

Parker, S. Ecological Aspects of Dress (1988). *Human Ecological Studies*, 2nd Ed. Edited by M.P. Strickland and T.J. Hamner. Edina: Burgess International Group, Inc. (Bellweather Press Division) pp. 1-36.

Strickland, M.P., Hamner, T.J. & Robertson, E. (1988). *Human Ecological Studies*, 2nd Ed. Edited by M.P. Strickland and T.J. Hamner. Edina: Burgess International Group, Inc. (Bellweather Press Division) pp. 231-253. •••

(Continued from Page 135.)

have a buzz session to determine as many entrepreneurial endeavors as possible to match their hobbies.

- Each student determines an imaginary company and plans advertisements for it. These advertisements can be in any media, for example: brochures, billboards, magazine ads, radio commercials done on audio cassettes, television ads done on videotapes, door flyers, newspaper ads, etc. The students share these in class.
- Students complete surveys to determine if they have the characteristics of an entrepreneur.

Approximately one third of the students enrolled in the senior Adult Living classes at Beechwood High School have shown an interest in entrepreneurship as a career. With this much interest in one type of career, we certainly need to address those students' needs. Home economics is a perfect place to examine small business ownership with the vast possibilities of entrepreneurial endeavors in our field of study. •••

Family Life Education in the 1990s

The Challenge: What Shall We Teach

tt

Harriett K. Light, Ph.D.
President-Elect,
American Home Economics Association
and
Professor, Child Development and
Family Science Department
College of Home Economics
North Dakota State University

Home economists in general, and specifically family life educators, have unique opportunities to make valuable contributions to the present and future quality of life for their students. The mission of home economics is to improve the quality of life for individuals and families. The overall goal of family life education is to prepare students to make beneficial and productive decisions in various areas of life. In order to accomplish this goal, it is important that curriculum content be relevant to contemporary society and to the society in which the students will spend their adulthood. This is an enormous challenge for family life educators in the high-tech 1990s, where life will move at an accelerated pace. It can be accomplished only if the educator is well informed regarding critical issues, perceptive about the implications of those issues for the quality of life, and willing to have open discussions with students about the issues.

The explosion of knowledge in recent years has created an information gap between the generations. Issues related to lifestyles and changing values have created family misunderstandings and disagreements. Technology and predictions for the future hold profound implications for the quality of life. When viewed in this context, one can easily be overwhelmed by the myriad of curriculum content possibilities. The implications of the curriculum content choices accent the serious responsibility of family life educators as they prepare students for a life that is challenging to predict and difficult to comprehend.

Content Decisions

How can appropriate content decisions be made? One method is to use quality of life as the pivotal curriculum focus, and ask the question: "What are the essential components of quality of life?" After all the

non-essentials and luxuries are removed, what is left that cannot be compromised and is absolutely necessary for an acceptable quality of life? While the answers may vary slightly according to an individual's value system, I would propose four essential components from which all other factors that make up quality of life evolve. These essential components are:

- 1) the state of humankind and the world;
- 2) individual rights and freedom;
- 3) meaningful employment; and
- 4) physical and emotional well-being.

In this article, each essential component and its relevance to quality of life will be explained, the rationale for inclusion in family life curriculum and ideas for teaching will be given.

Component I: State of Humankind and the World

With all the technical capabilities, tangible benefits, and unprecedented opportunities available to human beings at the end of the 20th century, we are nevertheless:

- 1) in danger for the first time ever of extinguishing the human species in a nuclear war;
- 2) living in a world in which almost half the people subsist in abject poverty under crushing burdens of illness, ignorance, and disability;
- 3) immersed in an ancient sea of prejudice, ethnocentrism, and violence - now amplified greatly by modern weapons and telecommunications technology;
- 4) generating a growing underclass of people gravely damaged for life - paradoxically set in the midst of unprecedented affluence;
- 5) degrading the planet's environment in ways that could have profound long term significance (Hamburg, 1988, p. 18-19).

Dr. David A. Hamburg, President of the Carnegie Corporation, described the state of humankind and the world with the above statements. His words have special significance for family life educators. Because our purpose is to prepare students for life, they must be able to act and fully partake in life's opportunities while recognizing the risks and taking responsibility for the consequences of their actions. They must also be

willing and able to initiate action that will improve the quality of life for the world in general.

This is an enormous challenge, with room for controversial ideas of similar magnitude. Dr. Hamburg's description of the world's situation is enmeshed with ethical dilemmas, legal entanglements, value upheavals and challenges to lifestyle traditions.

What kind of curriculum guidelines are necessary to meet these challenges? Dr. Hamburg (1988, p. 13) presented, in condensed form, guidelines from the book, *Windows of Opportunity*. Dr. Hamburg was addressing the global problem of crisis management and prevention and focused on U.S.-Soviet relations. However, his guidelines are equally valuable as a basis for preparing young people to live in the 1990s and 21st century. Condensed and applied to family life education, the guidelines are:

- 1) Realism in recognizing facts; common sense in analyzing implications...
- 2) Recognition of each other - as sovereign states, as legitimate governments, as nations (and people) that have equal rights, and as coequal great powers, which should therefore shoulder a special responsibility...
- 3) Recognition of the real differences that divide nations and people.
- 4) Regular communication, consultation and discussion of vital issues.
- 5) Negotiation of differences, permitting differences to surface and to be resolved.
- 6) Respect for human rights at home and abroad.
- 7) Encouraging, and actively working toward stopping the spread of mass destruction through nuclear weapons, chemical and biological weapons.

These seven guidelines can give us a foundation to build a relevant 1990s and 21st century family life program. The building blocks can be categorized as:

- 1) Critical thinking skills
 - a) ability to identify reality
 - b) ability to dissect reality for practical implications
- 2) Appreciation of differences
 - a) becoming knowledgeable about global situations
 - b) sharing, instead of dominating
- 3) Negotiating skills
 - a) cooperation in problem solving
 - b) empathy in order to facilitate positive communication
- 4) Expanding the concept of quality of life to include human rights
 - a) the right of all people to live in physically and psychologically safe environment

- b) significance of individual privacy
 - c) the right of all people to have opportunities to develop their potential
- 5) Developing a global conscience
 - a) intellectual strength to be a minority voice, if necessary
 - b) willingness to actively work toward world peace and the survival of the human race

Component II - Individual Rights and Freedom

The United States will soon celebrate the 200th anniversary of the Bill of Rights. This event is intricately tied to the mission of home economics and specifically to family life education.

Quality of life and productivity and satisfaction with life decrease in direct proportion to diminished individual rights. It is hard to imagine a claim of high quality of life in a country where civil rights, privacy rights and individual rights are not present, preserved and protected. Fear for one's life, loss of freedom and "big brother" tactics are not conducive to development of one's potential.

One does not have to look far to see evidence of the relationship between human rights and quality of life. Chilling reminders are the Chinese students who were massacred in Tienanmen Square on June 4, 1989, because they wanted the dignity of freedom, apartheid in South Africa that relegates black South Africans to a meager subsistence in a white-dominated economy, and the intense drive for independence of the Baltic Republics. The hope of freedom is carried through the concept of glasnost to the people in the Soviet Union.

It is easy in a time of rapid change with shifting values and new lifestyles, to let our focus dwell on the immediate near concerns. In doing so, the risk is increased that decisions will be made without clearly understanding the long term implications. For instance, at least partially in response to the rising crime rate, the United States Supreme Court has upheld capital punishment - the death penalty - for mentally retarded individuals and for children. This is, indeed, among the most controversial and frightening issues ever to come before the people of the United States. How can home economists and family life educators not be deeply moved by this decision?

The significance of individual and civil rights to quality of life can be illustrated through discussion of several topics. Some examples are listed:

- 1) Individual rights
 - a) personal examples of perceived or real violation of various types of rights
 - b) personal feelings when rights were violated

- c) personal impact (productivity, etc.) of violations of individual rights
- d) transfer of personal situations and feelings to others (empathy)
- 2) Civil rights
 - a) rights of all citizens, regardless of race, sex, religious beliefs, economic status, to a quality life
 - b) implications for all people of denial of civil rights to certain groups
 - c) relationship of economic status, sex, health and civil rights
- 3) Bill of rights
 - a) discussion of the document
 - b) personal meaning of the Bill of Rights
 - c) ideas of what personal life would be like without the Bill of Rights
 - d) importance of protection of the Bill of Rights

It will be necessary for the educator to be willing to allow open discussion of the many different points of view that are likely to surface. The educator is entitled to his/her own thoughts. However, students need to be encouraged to express their views and to be tolerant of diverse opinions in order to reach a high level of moral development in their appreciation for rights, freedom and liberties that we enjoy in a democratic society. Methods that can be used include discussion, creative writing, literature depicting life in countries that do not have individual and civil rights, and discussion of the Bill of Rights. Guest speakers who have played a role in government policy-making or a court judge could also create awareness and appreciation of rights.

Component III - Employment Opportunities

Employment is usually thought of as necessary to provide adequate money to exist in a relatively independent lifestyle. However, employment means much more than a mere financial existence. According to Dr. George H. Pollock (1988), President of the American Psychiatric Association, "Work is an enormously complex activity...it deals with such issues as mastery, competency, learning, identification, skills, thinking and doing" (p. 1055).

Work involved in all employment requires preparation. Career selection requires guidance to help assure that a rapidly changing, high-tech society will still need the career one has chosen. When one's chosen career is no longer viable, alternatives need to be available. The person's ability to adapt to change is crucial. The family life educator can assist individuals in both of these tasks.

An excellent resource for career discussion is *Workforce Projections 2000*. Published by the United

States Bureau of Labor Statistics, it makes predictions about employment in the year 2000 and beyond. It has implications for the preparation of individuals to enjoy the many advantages of meaningful employment.

According to these predictions, the labor force will become increasingly minority and female. The white labor force is projected to increase less than 15 percent, while the black labor force is expected to grow by 29 percent. The Hispanic labor force is projected to grow by more than 74 percent, and will account for nearly 29 percent of labor force growth for 1986-2000. Women are expected to account for more than 47 percent of the labor force by the year 2000.

Of the 21 million new jobs projected for 1986-2000, 5 occupational groups are expected to increase - technicians, service workers, professional workers, salesworkers, and executive and managerial employees. Three broad occupational groups are expected to experience below average growth: precision production, craft and repair workers, administrative support workers (including clerical), and laborers. There will be a sharp decline in the number of jobs where less than a high school education is required.

Currently, females and minority groups are not well represented in the fast-growing occupations and both groups are over-represented in the slow-growing or declining occupations. The challenge is clear: family life education must prepare members of minority groups and women for their role in the labor force. Young people must be encouraged to, at a minimum, complete high school.

How can family life educators prepare their students for successful work experience? Dr. Pollock has stated several issues related to work. Curriculum content might use these issues as focal points. The following outline is suggested; however, several of the issues cannot be taught only as a unit. They permeate every subject as process, rather than only content.

- I. Mastery
 - A. Levels of mastery for promotion in various careers
 - B. Amount of education/training necessary
 - C. Continuing growth throughout life
- II. Competency
 - A. Specific competencies needed by specific jobs
 - B. Relationship of competency to career promotion
 - C. How is competency developed
 - D. Organizational support/training on the job
 - E. Factors that detract from one's competency level
- III. Learning
 - A. Preparation necessary for various careers

- B. Exploration of how specific learning is acquired
- C. Cost and ways of financing preparatory education
- IV. Identification
 - A. Careers predicted to grow and characteristics of each (i.e., education, executives, lawyers, mechanics, etc.)
 - B. Advantages and disadvantages of various careers
 - C. Can student imagine self in a particular career
- V. Thinking
 - A. Intellectual demands versus physical demands of various careers
 - B. Examples of careers requiring intense thinking ability (i.e., air traffic controllers, attorneys, surgeons)
 - C. Relationship of career, thinking demands and salary
- VI. Doing
 - A. What is involved in getting a job
 - B. What is involved in keeping a job
 - C. Comparison of hours worked, income, and career preparation
 - D. What are absolute "nevers" on a job

"An automated society with its accelerated demands for highly trained technicians, scientists, professionals, and other workers will alter the terrain of life as we know it" (Pollock, 1988, p. 1056). Family life educators can help their students adjust to the altered terrain of life through discussion of career-related issues in the 1990s and beyond.

Physical and Emotional Well Being

Wellness is not a new concept to home economists and family life educators. It will not be generally discussed in this article. However, two aspects of wellness have particular relevance for the family life curriculum. The two aspects are social support systems and social skills training, as they relate to emotional well-being.

"Clinicians have long observed that our emotional well-being is affected by the support of people close to us...only in recent years has a body of research...demonstrated the way social supports are relevant..." (Galanter, 1988, p. 1270). Research has also supported the relationship between physical and mental well-being.

Family life educators can use the following statement as a guideline for curriculum content in this area:

Significant others help the individual mobilize his/her psychological resources, and mas-

ter his/her emotional burdens; they share his (her) tasks; and they supply him (her) with extra supplies...and cognitive guidance to improve his (her) handling of the situation (Caplan, 1988, p. 1270).

The significant role of social isolation in suicide and depression is well documented. The accelerated pace of life in the 1990s and beyond will likely make time to spend with others a scarce resource. It is also likely that the challenges, obstacles, problems and general tension that have always been a part of life will increase as society becomes increasingly complex. Therefore, including social support systems in the family life curriculum as a positive coping technique that can be used throughout life, is very timely.

The basis for social skills training programs is the idea that depression is related to inadequate interpersonal functioning. Causes for inadequate interpersonal behavior include: insufficient exposure to interpersonally skilled models, insufficient opportunity to practice interpersonal skills, learning inappropriate behavior and failure to discard old behaviors and adopt new ones during periods of transition, such as entry into adolescence or adulthood (Becker, Heimberg & Bellack, 1987, p. 4-5). Some curriculum guidelines are suggested in the following brief outline.

- I. Individual friendships and relationships
 - A. Importance of trust
 - B. Appropriate confiding and disclosing of personal information
 - C. Developing empathy
 - D. Reasonable expectations of friendships
 - E. Effort required to initiate and maintain friendships
- II. Social Skills
 - A. Importance of not being isolated
 - B. How to reach out, become involved in social activities
 - C. Overcoming shyness*
 - D. Developing leadership, talents and abilities
 - E. Self-confidence in social situation
- III. Peer-led, Self-help Groups
 - A. Cohesiveness and mutual support
 - B. Sharing information as a means of understanding problems
 - C. Sharing insights into new ways of dealing with problems
 - D. Locating and joining appropriate groups
 - E. Starting a group, if one does not exist.

Summary

The content of family life education must adapt to the needs of individuals and families in the accelerated, high-tech 1990s and beyond. This article has offered suggestions for determining curriculum content and what that content might be.

It was suggested that four components are essential to a high quality of life: awareness of the overall state of humankind and the world, individual rights and freedom, meaningful employment, and physical and emotional well-being.

The family life educator will need to be actively involved in keeping abreast of new developments in these components and be acutely in touch with their own values, attitudes and opinions regarding the issues. He/she will also need to be a skilled group discussion leader because the issues of the 1990s and beyond will not lend themselves to clear-cut, black and white answers. Through sharing of information, the students (and educators) will clarify the issues. Consequently, they will be better equipped to face the future without fear and anxiety.

*Two excellent references on the significance of shyness and self-disclosure to emotional well-being are:

Jones, W. H., Cheek, J. M., & Briggs, S. R. (1986). *Shyness: Perspectives on research and treatment*. New York: Plenum Press. (This book contains excellent suggestions for overcoming shyness.)

Derlega, V. J., & Berg, J. H. (1987). *Self-Disclosure: Theory, research, and therapy*. New York: Plenum Press. (This book explains appropriate versus inappropriate disclosure of personal information, and the implications in various social and business settings.)

References

- Becker, R. E., Heimberg, R. G., & Bellack, A. S. (1987). *Social Skills Training Treatment for Depression*. New York: Pergamon Press.
- Caplan, G. (1974). *Support Systems and Community Mental Health*. New York: Behavioral Publications, quoted in Galanter (1988).
- Galanger, M. (1988). Research on social supports and mental health. *The American Journal of Psychiatry*, 145(10), 1270-1271.
- Hamburg, D. A. (1988). A historic opportunity to reduce the nuclear danger. (President's Annual Essay). Reprinted from the 1988 Annual Report of the Carnegie Corporation of New York.
- Pollock, G. H. (1988). Presidential address: Landfalls, journeys, and departures. *The American Journal of Psychiatry*, 145(9), 1055-1060.
- Projections 2000*. (1988). Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.
- ...

Family Life Education Framework



This colorful 24" by 36" wall poster describes family life education by specifying major content and learning concepts for family life education programs over the life span.

IDEAL FOR:

- curriculum design
- program development
- continuing education
- classroom instruction
- career development
- program assessment

TOPIC AREAS:

1. Family Interaction
2. Interpersonal Relationships
3. Human Development and Sexuality
4. Education About Parenthood
5. Family Resources Management
6. Ethics
7. Family and Society

\$7 each (includes 1st class postage & handling)

Contact:

National Council on Family Relations
3989 Central Avenue N.E., Suite 550
Minneapolis, MN 55421
(612) 781-9331 • FAX (612) 781-9348

Subject Communities as Curricular Influences: A Case Study

Jane Thomas
Doctoral Candidate
Faculty of Education
University of British Columbia, Vancouver

Introduction

In 1984, the Ministry of Education in the province of British Columbia (B.C.) mandated several changes to the public school program of studies which threatened the educational status and survival of home economics as a school subject. However, the actions of provincial home economics groups and associations (or subject communities as these are collectively called) were influential in maintaining home economics in the school curriculum. This study used Goodson's (1983a) theory of subject communities as curricular influences to examine primary documents associated with an imposed curriculum change and to analyze the actions of the B.C. home economics subject community as it responded to this change.

According to Goodson, subject communities comprise both subject associations (which represent a formal arena for promoting a subject in the school curriculum) and subject groups (which are in some way affiliated with the school subject). Through action and negotiation, these communities pursue curricular territory, resources, and educational status for their subject, and exert pressure for curriculum change. During times of conflict over which subjects should be included in the school curriculum, subject communities organize themselves to negotiate the place of their subject in the school program of studies. Goodson emphasizes, however, that such action and negotiation represent the influence on education of macro events, such as broad social, political and economic movements, which are then reinterpreted at the micro level through the response of various subject communities. This case study of a home economics curriculum change reflects the interplay of the transformation of curriculum through professional action and negotiation at the micro level.

In this paper, the strategies employed by the home economics professionals in curriculum action and negotiation are analyzed, the forces that appear to have in-

fluenced these at the macro level are explicated and some implications are discussed.

Micro Influences on the Home Economics Curriculum Change

The mandated changes to the public school curriculum occurring in B.C. in 1984 were intended to provide a more academic focus in education and to increase high school graduation requirements. These changes impacted on home economics and resulted in a revision to the senior home economics program. According to the government's edict, the home economics program was to be "consolidated to include only three areas of study: Foods and Nutrition, Clothing and Textiles, and Home Management" (B.C. Ministry of Education, 1984). This third area was to be created by the elimination of two grade 12 courses which did not have grade 11 prerequisites—Family Studies, and Housing and Interior Design. In keeping with Ministry policy concerning senior elective courses both grades 11 and 12 were to be offered in each of the three areas.

Although the Ministry of Education dictated the general nature of this curriculum change, several groups within the B.C. home economics subject community influenced both the form and the content of the new area. Four groups which made recommendations to the Ministry are noteworthy. First, an ad hoc committee composed of the instructor and students in a home economics graduate course at the University of B.C. (UBC) lobbied to retain Family Studies 12 in the senior home economics program, and recommended a comprehensive grade 11 course which would interrelate family and nutrition concepts and serve as a prerequisite to both Family Studies 12 and Foods and Nutrition 12 (Promnitz, 1984). It should be noted that this recommendation was made prior to the official adoption and implementation of the new educational policy. Documents associated with this recommendation suggest that a Ministry official publicized the impending policy changes during a lecture to the home economics graduate course class (Promnitz, 1984).

Second, the Vancouver Secondary Home Economics Department Heads made several recommendations to the Ministry. Because members of the Vancouver group had collaborated with the aforementioned UBC group, the first set of recommendations generally paralleled those of the UBC ad hoc committee. Initially this group

advocated that Family Studies 12 not be required to have a grade 11 prerequisite, and that it be a "highly recommended course for all students in the secondary school." This group also urged that a course in Family Foods and Nutrition be developed at the grade 11 level to serve as a prerequisite to "either a Family Studies specialty, or a Foods and Nutrition specialty" (Vancouver Home Economics Department Heads, 1984). However, when these suggestions were rejected by the Ministry, this group acted on the Ministry's original suggestion to combine Family Studies and Housing and Interior Design, and prepared a course outline entitled "Families: Health and Management." Concern was expressed that if a suitable two year course was not developed quickly, home economics was in danger of becoming "the two areas of Foods and Nutrition and Clothing and Textiles" (Favaro, 1984). This concern was reinforced by the Director of the Ministry's Curriculum Development Branch at the time. He indicated that it was largely due to the efforts of these two home economics groups that the Ministry had retained the idea of a third speciality area in home economics. The director also revealed that the provincial cabinet was opposed to the use of the word family in the course title, and had strongly suggested that management be used because of its business connotations (Overgaard, 1985).

A third group involved in this revision was the Home Economics Curriculum Revision Committee. This committee was composed of several B.C. home economics teachers and a curriculum coordinator who was appointed by the Ministry. In contrast to the groups just mentioned, this committee was formed after the government's new educational policy was made official. Moreover, its formation was the direct result of Ministry policy with respect to curriculum revision in the province, which requires representation by subject associations on such committees. Thus, this group had considerable influence in determining both the form and the content of the new course, and was able to make significant contributions to the selection of its title. For example, in consultation with several UBC home economics subject specialists, the Curriculum Revision Committee developed a draft outline which identified major content areas for both grade 11 and grade 12 levels and which described the aims and purposes of the new course (B.C. Ministry of Education, 1985). Similarly, this committee made recommendations concerning the course title. Although the Ministry had originally recommended that the new specialty area be called Home Management, the Revision Committee negotiated for an alternate name. It was felt that the proposed title reflected a somewhat narrow and outdated conception of home economics and that it was not indicative of the intended (family) focus of the new course. Consequently, several possible titles were suggested and submitted to

the Ministry. From among these, the name Family Management was selected.

Finally, while the Home Economics Revision Committee provided the initial focus for the new course, the provincial home economics subject association (hereafter referred to as THESA) validated this focus and lobbied for retention of home economics in the public school curriculum of the province. The draft outline developed by the Revision Committee was circulated at the annual THESA conference, and comments and suggestions made by the three hundred members present were considered in the preparation of the final drafts of the course. At the same time, THESA presented a statement regarding the importance of home economics in B.C. schools as a collective response to a Ministry document entitled "Let's Talk About Schools," in which the government solicited public comment about the nature and direction of schooling in the province ("Response," 1985).

Macro Influences on the Home Economics Curriculum Change

Although the actions of the home economics subject community influenced particular aspects of the curriculum change under scrutiny, the source of the change was related to sources external to the school system and to these professional groups. During the seventies, problems associated with declining school enrollments, increasing economic instability and financial constraints, and an apparent decrease in public confidence in the schools contributed to a widespread examination of education in North America, and gradually a move toward accountability and back to basics became apparent (Stevenson, 1979; Tomkins, 1981).

By 1980 in B.C., public interest and political response centered on inflation and unemployment during a period of economic recession. In education there was a general move toward a more centralized approach, where the concern with student achievement and with financial support of education was more overt, and where the development of intellectual skills was emphasized. These forces at the macro level impacted on the B.C. school curriculum and contributed to several general changes in the nature of education. They were given form or substance through their translation into educational policy by the Ministry of Education and created the context in which the home economics subject community negotiated curriculum change.

Discussion

The document examined in this study suggests that the actions of the home economics subject community in this curriculum change focused on the three issues that Goodson argues are central to most curriculum debate: curriculum territory or the place of the subject in the school curriculum, educational status, and resources. For

ample, in the curriculum proposals and position papers submitted to the Ministry, the home economics professionals initially emphasized retaining the Family Studies course as it existed, rather than the recombination which the Ministry had mandated. This suggests an attempt to protect home economics' current position and to preserve its curricular territory in the B.C. public school program. When this recommendation was rejected, the subject community then combined the two courses as mandated, but insisted on retaining the word family as part of the new course title. Perhaps course titles are related to a subject's curriculum territory (i.e., they in effect map out a subject's territory) and a change in the name of a course may represent an invasion or alteration of curriculum territory.

The issue of the educational status of home economics was raised in two ways. First, the recommendations that Family Studies be exempt from the grade 11 prerequisite requirement and that it be a "highly recommended course for all students" suggest that an attempt was made to enhance the status of home economics through promoting its educational relevance. Second, in their response to "Let's Talk About Schools," the home economics professionals presented a detailed justification of the educational relevance of their subject in light of the province's stated educational goals of "intellectual development...social and human development...[and] vocational development." It was also stated that home economics was the "only [secondary school] subject...to stress...the relationship between schools, parents and community," a relationship that was recognized by the Ministry as essential "to enable youngsters to reach their educational potential." Finally, it was argued that because of "changes in work and family life...parenthood...employment patterns...lifestyles and social values...home economics education is becoming increasingly necessary" ("Response," 1985). From this group's perspective, retention of curricular territory was related to the perceived educational relevance of the subject.

The issue of resources was made explicit in the home economics response to "Let's Talk About Schools." The response paper emphasized the need for Ministry guidelines to "ensure curriculum support and space in the schools [for home economics]", and for adequate allocation of funding and materials for the subject. This document also stressed that "instruction in home economics should be provided by teachers trained in home economics specialties" and echoes Goodson's (1983b) claim that the "material [or career] interests of teachers...are broadly interlinked with the fate of the specialist subject communities." Because a decrease in the number of home economics elective courses might reduce the number of subject specialists required for teaching them, teaching jobs were likely at stake.

The actions of the various home economics groups in this curriculum change may be characterized as both collaboration and negotiation. Although several individual groups made recommendations for change, these recommendations represented a collective or cooperative home economics response. This cooperative action parallels Goodson's observation that in order to promote their subject and negotiate for territory, status, or resources, subject communities become more strongly institutionalized. It is possible that such internal support strengthens the group's conviction about its place in the school curriculum, and reinforces the pressure for change. The documents examined in this study suggest that there was a conscious effort among some home economics groups in the province to present a united front. The similarities between the recommendations made by two of the groups prior to the implementation of the new educational policy underscore this point. At the same time, however, it appears that not all home economics groups in the province assumed a role in this curriculum dispute. For example, the extent to which the B.C. Home Economics Association (a professional association for provincial home economists) supported the actions of these other groups is unknown. Similarly, there is no evidence to suggest that the Canadian Home Economics Association (a national professional organization) was either consulted or participated in this curriculum action and negotiation. This may be due in part to what Goodson describes as the "shifting network of factions" which comprise subject communities. According to Goodson, although these factions are related by virtue of their subject, their specific interests may differ. Thus, while participation by other home economics groups may have strengthened the proposals put forward by the groups in question, perhaps their involvement was perceived to be peripheral to the concerns of home economics educators.

The ongoing exchange of correspondence between the Ministry and the home economics groups were indicative of negotiation. These exchanges were primarily concerned with suggestions for alternatives to the Ministry's mandate and represented an attempt to influence the direction of the curriculum change. The three alternatives presented to the Ministry by the Vancouver Secondary School Department Heads highlight this process of negotiation. As mentioned earlier, this group initially rejected the mandated change and presented an alternative for change. When this was vetoed, the group suggested a reinterpretation of the mandate. Finally, a compromise: that the two courses be combined as originally mandated, but that the name and focus of the course be determined by the home economics subject association was proposed.

It should be noted that the timeline for the development of this new course appeared to add urgency to the

actions of the home economics groups. It was perceived that if the new course was not finalized within the nine month timeframe set by the Ministry, the third specialty area, which represented approximately one quarter of the senior home economics course offerings (and considerable curricular territory), would be lost.

Conclusions and Implications

This case study examined a recent home economics curriculum change by analyzing the actions of a home economics subject community. Although broader forces influenced the general nature of this change, the subject community influenced several specific curriculum changes. In part, such influences were possible because of provincial policies with respect to the involvement of subject associations in all curriculum revisions. At the same time, however, the actions of these groups contributed to the name, focus and content of the new course. For example, the subject community's apparent concern with retaining a course which centered on the family appeared to direct much of its action and was clearly reflected in the resulting curriculum document. While the Ministry mandated that two courses be combined, the resulting course retained very little of one (Housing and Interior Design), and represented instead an expansion of the other (Family Studies). Thus, the home economics subject community was influential in constructing and transforming the home economics curriculum.

This analysis also reveals that, as Goodson suggests, subject communities represent substantial interest groups. Clearly the B.C. home economics professionals had a stake in the curriculum, and the imposed change threatened their curricular territory and its associated resources. Not only was a reorganization of some senior home economics courses required, but also student options for home economics electives were being reduced which had the potential to decrease home economics enrollment. It is interesting to note that, as this group negotiated to maintain its curricular position and resources, it was compelled to address the question of its educational status with respect to other school subjects. According to Goodson, the former are related to the latter. Those subjects with an academic tradition tend to have greater educational status, resulting in a more secure position in the school curriculum and greater allocation of resources. Because home economics in B.C. has long been associated with a utilitarian or practical tradition, its claim on the school curriculum historically has been somewhat tenuous. Thus the justification of its perceived educational relevance appears to be central to the process of curriculum action and negotiation in home economics.

Two additional points are worthy of mention. The first concerns the absence of a home economics represen-

tative in the Ministry of Education. It is conceivable that the home economics subject community took action in the first place because they lacked advocacy at the government level. Indeed, in previous home economics curriculum revisions in B.C., Provincial Directors of home economics both directed and mediated home economics curriculum change (Thomas & Arcus, 1988). The loss of this government representation in 1980 perhaps provided some impetus for professional action. The second point concerns the apparent consensus of the groups within the home economics subject community. As suggested previously, Goodson (1983a) asserts that because subject communities are not a "homogeneous group whose members share similar values and definitions of roles, common interests and identity," some conflict among various factions of the community are inevitable. While it is conceivable that members of the subject community may not have agreed with the intended focus for the new course, no evidence of such conflict was found.

These findings have implications for both home economics practice and research. For example, although this study revealed a close correspondence between the actions of the home economics subject community and Goodson's theory of curriculum change, it appears that this correspondence was fortuitous rather than deliberate. There was no indication that the subject community had planned its strategies in view of evidence concerning the potential influence of professional organizations on curriculum change. This suggests that more studied and conscious efforts on the part of professional groups is warranted. Such consideration may be extended to professional preparation programs where, in addition to traditional curriculum-building skills, attention to the multiple forces which influence curriculum change and to the development of political skills (such as leadership in public affairs and method in educational policy) might be emphasized.

The findings also have implications for home economics research. In particular, more case studies which examine specific instances of home economics curriculum change may increase our understanding of curriculum development as a process of action and negotiation. Similarly, examination of home economics curriculum change in a variety of historical contexts may enhance our understanding of how curriculum evolves through action and negotiation and of how past actions are related to present actions. At the same time, however, further study is also required to determine the relationship between what Goodson calls "the promotional strategies" and the rhetoric of change, and the realities of curriculum content and of classroom practice.

Apple (1983) has predicted that the next two decades will be characterized by increasing curricular conflict. If his prediction is accurate, it is essential that

ne economics professionals be adequately prepared to
et this challenge, and to influence the nature of home
nomics curriculum in schools.

References

- ple, M. W. (1983). Curriculum in the year 2000: Tensions and possibilities. *Phi Delta Kappan*, 64(5), 321-325.
- response to "Let's Talk About Schools". (1985, February). A collective response of the B.C. Home Economics Teachers to the Ministry of Education's discussion paper entitled "Let's Talk About Schools."
- . Ministry of Education. (1984, December). *Ministry policy circular: Revised graduation requirements*. Victoria, B.C.: Author.
- . Ministry of Education. (1985, February). *Proposed home economics curriculum outline: Draft copy*. Victoria, B.C.: Author.
- aro, E. (1984, November 6). Letter to Overgaard.
- odson, I. (1983a). *School subjects and curriculum change: Case studies in the social history of curriculum*. London: Croom Helm.
- odson, I. (1983b). Subjects for study: Aspects of a social history of curriculum. *Journal of Curriculum Studies*, 15, 391-408.
- ergaard, B. (1985, January 9). Presentation to HMED 404: Home economics methods. The University of B.C.
- mnitz, J. (1984, July 27). Letter to B. Overgaard.
- venson, H. A. (1979). So little for the mind? Reaction and reform in the modern curriculum. In G. S. Tomkins (Ed.), *The curriculum in Canada in historical perspective* (pp. 95-110). University of B.C.: Canadian Society for the Study of Education.
- omas, J., & Arcus, M. (1988). Forces influencing home economics curriculum changes in British Columbia secondary schools, 1912-1985. *Canadian Home Economics Journal*, 38(2), 88-95.
- nkings, G. S. (1981). *Stability and change in the Canadian curriculum* (Monograph). Vancouver, B.C.: University of B.C.
- ancouver Home Economics Department Heads. (1984, September 20). Home economics curriculum: Present status and future directions. Unpublished position paper. •••

(Continued from Page 137.)

Hankies". These businesses allow students an opportunity to analyze a business and take part in it.

Career exploration and job seeking skills are gained by students in a unit devoted to these topics. Students select a job and create a cover letter and resume. They practice filling out a job application and participate in a job interview. They conclude the unit by identifying the characteristics of a good employee.

"Independent Life Skills" are vital and relevant to each and every student no matter what their chosen path in life. Based upon this premise, this program is a step towards success in life for students. •••

INTERAGES - AN INTERGENERATIONAL PROGRAM IN MARYLAND

Interages is a nonprofit organization in Montgomery County, Maryland. It fosters intergenerational programs in Montgomery County by implementing pilot projects such as:

- **Grandcare** - During the past two years, 70 older adults were recruited and trained as staff of 4 child care centers to meet the critical need for child care staff.
- **Person-to-Person** - Gaithersburg High School Key Club students made weekly visits to older residents of the Town Center Apartments and participated in a number of activities with them.
- **Teamwork** - A project to provide job coaches to help disabled youth find jobs. Interages collaborated with the National Council on the Aging and the Foundation for Exceptional Children.

Interages also held a county-wide workshop on "Schools and the Senior Community - A Partnership Across the Ages." A newsletter is published and distributed to over 1600 individuals and organizations; Interages also distributed copies of their Intergenerational Resource Guide. For more information, call (301) 279-1770.

Source: Aging Issues Brief. Priority Issue Subcommittee on Aging/American Home Economics Association.

Charting A Career Path— Voices of Home Economics Educators

Linda Peterat and Linda Eyre
Faculty of Education
University of British Columbia



Linda Eyre

Linda Peterat

When we hear of teachers "leaving" the classroom for administrative, or consulting positions we feel a sense of loss for the profession and for ourselves. At the same time it seems important that educators who understand home economics, be present in various levels and capacities within the total education profession. We wanted to explore this phenomenon further, so we contacted several home economics educators who are now working in other educational positions. We asked them five central questions: What do they do in their present job? What post-secondary educational qualifications do they have? What other related work and professional experience do they have? How has their home economics background helped them and do they continue to be members of professional associations? What advice have they for other home economics educators wishing to chart a career path in education? Here are their responses.

Elaine Mills, Director, Continuing Education Services, Edmonton Public Schools, Edmonton, Alberta.

The Edmonton Public School Board, through this area of service, offers credit and non-credit programs for adults and school age students outside of the regular curriculum. Our areas of programming for adults include day credit, evening credit and Saturday credit courses. For students we offer summer school, and Saturday and summer school tutorials. In addition we offer Adult English as a Second Language, Adult Literacy, and reading tutorials for illiterate adults. We offer general interest courses in the following areas: Art, Business and Professional Skills, Cake Decorating, Communications, Computers, Cooking, Crafts and

Needlework, Driving Skills, First Aid, Floral Arrangement and Design, Grooming and Image, Handyman, Heritage Languages, Interior Design, Life for the Layman, Bridge, Fine Arts, Gardening, Photography, Money Matters, Music, Parenting, Personal Growth, Physical Activities and Recreation, Sewing and Travel. We employ 900 instructors, have 150 day staff and serve over 50,000 clients a year.

I have a Bachelor of Science (Home Economics) from McGill University and a Bachelor of Education and a Master of Education from the University of Alberta. I enjoy teaching and the contact with students but have never regretted leaving the classroom. In the positions I have held over the years, the influence I have had and decisions I have been able to make have been ones to help teachers do a better job in the classroom, and in the long run be able to help more students achieve their potential.

I taught home economics, grades 7-12 in three different provinces and have been a teacher of science, biology, English, social studies, and vocational food preparation. I have been involved in curriculum writing and revision at the provincial level. In a senior high, I was assistant principal, vice-principal and then deputy principal. I then became a principal of Kindergarten to grade 9 school and then principal of a large (over 1800 students) high-school, grades 10-12. Prior to my present position, I was Assistant Superintendent of Curriculum for Edmonton Public Schools.

The organizational skills needed to run a multi-activity lab, which I developed as a home economics teacher, have been useful in the jobs I have held. They have also helped me manage a home with very little time and have given me the skills to continue sewing, cooking, knitting and crafts in a rewarding and professional manner.

I have not belonged to home economics professional organizations for many years because of time constraints and the need to keep up with administrative and cross-curriculum changes. As the curriculum leader in a school, one needs to be knowledgeable about all subject areas and instructional processes.

The advice I would offer to those wishing to build a career path in education is:

- Teach in areas outside home economics.
- Be involved in committee work that provides insights into how the school and the system work.

Volunteer to do things other than manage the fashion show and school tea. (These are important but should, if one wants further challenges, be used as a stepping stone.)

Lyce MacMartin, Program Coordinator, Human Development, Manitoba Education, Winnipeg, Manitoba.

My position includes responsibilities in the program areas of home economics, health education, family life education, AIDS education, child abuse programs, guidance and counselling, physical education, early years and middle years. This includes long range strategic planning for a team of six provincial consultants, preparing budget submissions, coordinating resources of the team, evaluating proposals, doing performance appraisals, initiating and developing new and revised programs and curricula, and implementing curricula province-wide.

I have Bachelor of Science in Home Economics, a Bachelor of Education and Master of Education (curriculum) degrees. Work as an educational consultant in home economics, health education, AIDS education and family life education provided valuable training for my present position. Planning facilities for home economics and participating as a vocational team member for Manitoba Education added another dimension. Teaching at the University of Manitoba, Faculty of Education, on a secondment was a rich experience. Until that term appointment, I had been a teacher of home economics for grades 7-12 in three different settings. Teaching skills are valuable for a wide range of career possibilities. I have the highest regard for home economics teachers because many provide an exhilarating place for students to learn relevant content that will impact their quality of life.

I have worked with and served on the executive board of the Manitoba Home Economics Teachers' Association and been Associate Editor of the Canadian Home Economics Association Journal Committee. I presently chair the Manitoba Education council on AIDS and the Education Committee of World Food Day. On a national level, I have served on the North American Steering Committee for "Skills for Adolescence," a program offered by Lions/Quest International and on the advisory committee for Collier MacMillan Publishers. I also serve on a national Health Promotion Committee for Drug Education and have represented Manitoba Education at national seminars on AIDS education, including a recent one sponsored by the Council of Ministers of Education, Canada, held in Toronto; and a Health and Welfare planning meeting in Regina prior to the release of the *Canada: Youth and AIDS Survey*. For one year I served part-time as a member of the Inner City Team, helping

to coordinate the delivery of resources earmarked by Manitoba Education for Inner City education, and helping to administer the Compensatory Support Program of 1.8 million dollars.

Working in the field of home economics has been valuable. Because the discipline is so broad, encompassing the sciences and the humanities, the scope of this area of studies is amazing. I have chosen to branch out into other areas related to home economics education and bring my home economics training with me. However, I am the consultant for home economics and I belong to most of the professional organizations because they are a source of education, support, fellowship and fun.

My advice to current home economics teachers on building a career path in education is to set some career goals and start to move in that direction, to keep current and to consider further study, to diversify if the setting is right, to consider administration if that is of interest, but most of all, to enjoy each experience as it unfolds.

Carol McLean, Director, Lethbridge Regional Office of Alberta Education, Lethbridge, Alberta.

The Regional Office Director is the Department of Education's final authority and last appeal at the zone level for ensuring the best possible basic education for all students. The position involves three orientations: (1) The field: regulate, monitor, audit, consult, supervise, and evaluate the administration and implementation of Alberta Education programs, policies, and projects by school authorities. (2) The Department: provide leadership in the design, development, articulation, implementation, and assessment of Alberta Education programs, policies, and projects. (3) The branch: organize, administer, and manage the branch office.

I have a Bachelor of Education (Home Economics) and a Master of Education (Secondary Education) from the University of Alberta. Several past positions in professional associations have helped prepare me for my present work. They include being regional director of the Canadian Home Economics Association; president, Edmonton Branch, Alberta Home Economics Association; provincial president, Home Economics Council, Alberta Teachers' Association. Prior to my present position, within Alberta Education, I was home economics consultant, associate director and then acting director in the Edmonton Regional Office.

I taught all grade levels and subject areas in home economics during my ten years of teaching. During this time I was also heavily involved in home economics professional activities as well as activities at school. This required a high level of organization and planning. My home economics training certainly came in handy.

I maintain membership in the Home Economics Council of Alberta Teachers' Association and the Alberta and Canadian Home Economics Associations. I maintain these professional memberships although I am currently working as an administrator. I feel it is important to maintain a working knowledge of pedagogy in at least one specific curriculum area. My credibility as an educator is greatly enhanced by the ability to converse in the areas of teaching and learning.

I also have a personal connection and interest in the relationship between feminist theory and home economics. As well, I have a strong belief in the value of education focused on the well-being of individuals and families.

The advice I would offer to those wishing to build a career path in education is to:

- Teach at all grade levels and in other subjects in addition to home economics;
- Become involved in professional associations in a leadership capacity in order to develop skills at working with and motivating people, organizing events, and managing a heavy and multi-faceted workload;
- Gain experience at school-based administration in order to establish credibility;
- Maintain a knowledge of current research in teaching and learning and applying the research in daily practice;
- Display a willingness to address issues or take on projects which you may not initially be expert at.

Jean McLafferty, Vice-Principal, Ballantrae Public School, York Region Board of Education, Ontario.

Over eighteen years, I taught in elementary and secondary schools in the areas of physical education and family studies. For one year I was a Family Studies Department Head and for three years, a consultant in Family Studies/Sex Education.

I have a Bachelor of Arts (Family Studies major), an Honor Specialist Family Studies (teacher education) and am currently completing a Master in Education Administration at The Ontario Institute for Studies in Education.

My experience and education as a home economist has been helpful in understanding child development; in understanding and working with parents, families, and communities services; and in goal-setting, decision-making and time management. I continue to be a member of the provincial organization for Family Studies teachers.

The advice I would offer to those wishing to build a career path in education is to:

- assume a high profile in the school;
- serve on board committees;
- start early in charting a course and qualifying that course;
- take advantage of leadership opportunities provincial and local levels;
- be active in professional development initiative;
- take risks, accept challenges;
- take the opportunity to move into new positions moving every four or five years.

Barbara MacDougall, Assistant Principal, Alex Muir Elementary School, Calgary Public School Board, Calgary, Alberta.

As Assistant Principal, I am a member of the administrative team and often chair staff meetings; work closely with the volunteer coordinator (who coordinates 65-70 parent volunteers), am staff advisor to the student council, and teach health (approximately 60% of my time) providing release time for grade one, two, four, and six teachers. I also work closely with the school resource teacher in coordinating and conducting School Resource Group meetings. The purpose of the group is to identify and implement strategies to meet the individual needs of special needs students. (This includes academic, emotional and behavioral needs). I act as principal whenever the principal is absent from the school.

I have a Bachelor of Science (Home Economics), Bachelor of Education, and a Master of Science (Educational Psychology/Counselling) degree.

Professional association positions I have held which have helped prepare me for my current position include president, Calgary Branch of Alberta Home Economics Association; Alberta director for Canadian Home Economics Association; and president of the Alberta Home Economics Association. I have always belonged to the local, provincial, national and international home economics associations, as they provide valuable support network as well as providing excellent information to keep up-dated professionally. I have met, and can claim as friends some wonderful women whom I would never have met otherwise.

Teaching required organizational skills to plan, organize and implement lessons in the classroom, but more importantly, relationship skills are essential in relating well to students and colleagues. These skills are also essential for an administrator.

Home economics teachers should consider administrative positions as part of their career path and should, early in their career, identify a mentor, or mentors in administrative positions, from whom they can seek advice on an ongoing basis. •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
352 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

HOME EC LIBRARY
UNIV OF ILLINOIS
314 BEVIER HALL
CAMPUS

40.705
L

HE X
APR 25 1990

Volume XXXIII, No. 5
May/June, 1990

ILLINOIS TEACHER OF HOME ECONOMICS

<i>Foreword</i> , Mildred B. Griggs.....	161
<i>Bases for Curriculum Decisions in Home Economics: From Questions to Lived Practice</i> , Francine H. Hultgren.....	162
<i>Home Economics Curriculum Review: A Local School District's Approach</i> , Robert A. Reineke and M. Ann Irvine.....	167
<i>The "Real" Home Economics Curriculum</i> , Edna Page Anderson and Marlene F. Brands.....	172
<i>The Critical Perspective: A Challenge for Home Economics Teachers</i> , Donna Kowalczyk, Nora Neels, and Marge Sholl.....	174
<i>Teaching to 'Open Fences'</i> , Mary Ann Block.....	178
<i>The Effects of Competitive Awards on Self-Esteem</i> , Karen DeBord.....	181
<i>External Networking: The Untapped Resource</i> , Laurie A. Stenberg and Jack Elliot.....	185
<i>Caring...A Permanent Possession for Teaching: A Phenomena Shared Through Story</i> , Marian White-Hood.....	188
<i>Managing Experiences with Children in High School Parenting/Child Development Classes</i> , Verna Hildebrand and Rebecca Peña Hines.....	191
<i>Lifestyle Diseases: Equal Risk for Men and Women</i> , Rose J. Davis	194
<i>Index for Volume XXXIII</i>	197

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor
Norma Huls, Office Manager
June Chambliss, Technical Director
Sally Rousey, Graduate Assistant and Ph.D. Candidate
Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Catherine Burnham, Graduate Assistant and Ed.D. Candidate
Vida U. Revilla, Graduate Assistant and Ph.D. Candidate
Alison Vincent, Graduate Assistant and Ph.D. Candidate

Volume XXXIII, No. 5, May/June, 1990. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*

University of Illinois
352 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1990

Foreword

With this issue of *Illinois Teacher* we conclude our volume on "Critical and Reflective Questioning of our Understanding of Home Economics," however, we hope to continue including articles on this important topic in future issues. We need to be critical and reflective about our understanding, motives and practice as home economists.

The articles in this issue of *Illinois Teacher* contain many ideas that will cause us to question, think critically about and reflect on curriculum, teacher expectations and learner potential. We hope they will inspire you in the coming year.

Best wishes for a healthy, happy, safe summer. We look forward to receiving your renewal (see extra cover) and your order for back issues and other materials.

The Editor

Illinois Teacher

Theme 1990-91

Home Economists as Leaders in the Workplace and the Community

The education and the mission to which home economists are committed make us viable candidates for a variety of leadership roles in our workplace (schools, Cooperative Extension, public agencies, business, etc.) and in our communities. We need to lead in efforts to promote, enhance, and sustain the educational, social, emotional, physical and economic development of youth and adults.

Your leadership efforts in all areas that affect family life will be the focus of the 1990-91 volume of *Illinois Teacher* and we invite you to write about what you are doing and why, what you have accomplished, and what you have learned as a result of your efforts to enhance the quality of life for families and individuals by doing such things as working to improve environmental conditions, schools, the workplace, the economy, the media, governmental agencies, etc. Knowing about your good work will give us increased pride in our profession and be an incentive to others who will replicate your activities.

Bases for Curriculum Decisions in Home Economics: From Questions to Lived Practice

Francine H. Hultgren
Associate Professor
Home Economics Education
University of Maryland
College Park, MD

I teach a course for beginning Home Economics Education majors which bears the same title as the first part of this article title. I have conceptualized the course around five practical problems which serve to guide our inquiry together as we examine bases for curriculum decisions. As I reflect upon what this course has taught me from my preparation for teaching it, as well as from my interaction with students in this class, I am also mindful of how my experiences with teachers in various state curriculum projects—including our new Maryland Conceptual Guide Framework (1989)—have served as sources of grounding for the practical problems we address in this course. On the one hand, I am working with persons who are at the formative stages of their thinking about home economics and curriculum, while on the other hand I am engaged with teachers who have well established beliefs and practices regarding their views of home economics and curriculum. The contrast between these different realms of experience is healthy for me as a teacher educator in my attempt to reflect and take a critical look at what should be taught in home economics, why it should be taught, and what should be the processes used in our knowing and teaching? I have organized this article around the five practical problems addressed in the course I have mentioned. My responses to these questions are not to be seen as prescriptions, but rather as pointing to possibilities that have been made visible as we have struggled to articulate the bases for curriculum decisions in home economics. I invite you the reader to struggle with these questions as you make choices and act on your curriculum concerns.

What Interpretations Should Be Given To The Way In Which Home Economics Has Been Historically Conceptualized?

Gadamer (1975) says, "where we have a written tradition, we are not just told an individual thing, but a past humanity itself becomes present to us, in its gen-

uine relation to the world" (p. 352). What this calls to mind is the significance of seeing curriculum as a social construction or what might be termed a cultural view of curriculum. The tendency is to view curriculum foremost in a conceptual manner. Grundy (1987) develops a pointed analogy to contrast these distinctions. She suggests that a conceptual view of curriculum corresponds to a draftsman's approach to housing design, where the interest is in the elements or parameters within which it is possible to design the house, in order that a set of plans will be developed which will guide the actions of the builders of the house. In contrast, she suggests that in a cultural view of housing, the concern would be more with the houses in which people already live, their reasons for living in such houses, and what the house might be like should they wish to move into another. A cultural view of curriculum, then, is more concerned with the experiences people have as a consequence of the existence of the curriculum or actions and interactions in certain situations, rather than with the elements which make up the curriculum or which exist apart from human interaction, as is the focus of the conceptual view. Both dimensions are needed of course, but what this analogy reminds us of is that seldom do we start from scratch in curriculum matters, and that far too often we abstract the curriculum from persons and historical dimensions in which it is rooted.

Returning to my class again, as we hear voices from the past through decade reviews of the *Journal of Home Economics*, I am constantly called to enter different relations to the world through these multiple bearers of meaning. The temptation is to want to view these earlier interpretations of home economics and the world from our present perspectives, failing to enter another era in the context of what brought people to action at that point in time. If we are able to step back in time we can be drawn more closely to understand what stands behind our present relation with the world and begin to recognize the traditions from which we come. To the newcomers in the field (the pre-service teachers) this confrontation with the history of home economics always brings an element of surprise as they see evidence of attention to concerns which they thought were reserved for our present time in history. Their surprise frequently turns to dismay when they also begin to recognize how the learning from our past has often been neglected in our

approach to the present and our concerns about the future. They have the opportunity of seeing prior views of home economics in relation to a view of home economics that is emerging for them, without having to "undo" prior beliefs and conceptions.

As I work with teachers already in the field, I am appreciative of the time difference we have for this kind of reflection—and of Grundy's (1987) concern about how little opportunity there is for teachers to come in contact with ideas that have the potential to transform their work as opposed to ideas which simply enhance or extend it. An article I frequently have teachers read is one by Ruth Thomas (1986) "Alternative Views of Home Economics: Implications for K-12 Home Economics Curriculum," wherein East's (1980) four models of home economics are examined (Education for Women, Manual Training, Application of Science, and Household Management) along with two others (Family Development and Intervention). Just to read this article and identify where one's views of curriculum and practices relate, would be a matter of merely enhancing or extending one's present views. But to raise questions about what the consequences are for such views begins to point the way to seeing gaps in how we communicate about what we do, as well as to see the missing links in our concern about family as the focus of our curriculum thinking. In a very real sense we begin to participate in the stories and scenes created by earlier voices in our history. Through that participation, we also come to tell our own stories as we look at paths we have followed and paths we intend to follow.

A starting point for curriculum decisions, then, is a process of living out the stories we tell ourselves (Connelly & Clandinen, 1988) as we have heard or experienced them passed on in our history, in order to make meaning of and critically reflect on our experience. The more we understand ourselves and our traditions and can articulate the reasons why we are what we are and do what we do, the more meaningful and defensible our curriculum will be. In a sense, curriculum begins to be viewed in narrative terms, an overall life study. A "thinking back" so that we might "think beyond." There is no better way to study curriculum than to study ourselves and what has gone into our curriculum thinking.

What Should Be The Substantive Content Of Home Economics Programs And How Should It Be Organized?

It has been over ten years now since Brown and Paolucci (1979) introduced the conception of home economics as a critical science and the consequent articulation of home economics curriculum from a practical problem orientation (Brown, 1979). As I have worked

to understand this perspective and have been engaged in dialogue about its merits in relation to other perspectives, I must be explicit in my endorsement of this view as the most intellectually and morally defensible position we can hold for home economics and our concern about the family. The underlying rationale for this choice is the belief that we need to regain control of our rapidly changing technological society and restore the person dimension to the forefront of our thinking as we prepare persons for reasoned reflection in response to the competing interests of family in a complex and diverse society. The aim of secondary home economics from this perspective is to develop interdependent and responsible individuals capable of engaging in critical thought and the formative processes of family and society—all in the interest of a free and democratic society (Hultgren & Wilkosz, 1986). We ourselves as teachers can no longer accept the world "as is" nor can our students. Focusing our attention on "what to do questions" brings about a conscious awareness of the knowledge needed for making the kinds of judgments called for in order to act in ways to improve the individual's, the family's and society's position in the world.

As various states have reconceptualized their curriculum from a practical problem perspective, we have a rich resource from which to draw in determining what the substantive content appears like in relation to practical problems (Fauske, 1986; Schwartz, Wilkosz, DeBoe, Grote & Torgerson, 1986; Hultgren, 1986; Kister, 1986) as well as the curriculum documents from each of these respective states (Wisconsin, Minnesota, Pennsylvania and Ohio). Since the practical problem orientation has been conceptualized and written about in each of these sources as well as others (Hultgren & Wilkosz, 1986), my focus here is to reflect on what I have experienced in working with this approach.

In the conceptualization of home economics from a practical problem framework, the uniqueness of the knowledge base or curriculum content does not come from the uniqueness of the concepts, but rather from the formulation and ordering of the knowledge for the problems which are to be addressed. This requires a way of thinking that calls for a shake-up in our long held views of how we "do" curriculum. Rather than determining the "list" of concepts to address first, followed by pre-determined objectives, the primary focus is determining the practical problems to be addressed and then finding ways the practical problem can be explored, or exploring a concern upon which a practical problem is derived. As teachers, that requires of us to be open to the possibilities of that exploration, along with our students and to give up some of the control that here-to-fore has been implicit in our struc-

tured outline of what content will be developed. This tends to create feelings of discomfort, but the discomfort allows the confrontation of those long held values and practices of how we "do" curriculum. As Gadamer (1975) says, to ask a question is to recognize that one does not know, and that is the way to knowledge. To ask a question in the form of a practical problem means that we too will arrive at a response to that question as we are engaged in the examination of it. To raise the question, for example, of "what should be done about the confusion caused by conflicting information relating to food and nutrition" truly means that we will examine it along with our students, and in the process probably arrive at some new insights—or find a new practical problem to be addressed. We cannot just pose practical problems for our students, and then go back to a prior way of thinking that is organized around a different conceptualization.

I am disappointed to find in the new document by AHEA, *Home Economics Concepts: A Base for Curriculum Development* (1989), a surface posturing of practical problems but then returning to concepts as a base for curriculum development, by offering a long list of concepts for each content area. Although the document offers a comparison of three approaches to be "applied" to the concepts (Concepts and Generalizations, Competency Based, and Practical Problem) it is misleading to think we choose different approaches to curriculum by format concerns. The curriculum framework from which one operates reflects a particular value orientation; the assumptions of a practical problem orientation are very different from the other two. Maybe the most positive outcome of the AHEA document will be to encourage us to examine the underlying differences in assumptions to these three approaches. The dynamic quality of the practical problem approach might be revealed as we recognize that predetermined lists of concepts or competencies, or for that matter, practical problems, are a basic contradiction to its intent. How, then, do we move beyond the technical mindset of the predetermined lists for our content? The next question approaches that concern.

What Should Be Done Regarding Conditions In Society And Their Impact On Family?

Historically, we have sought to address societal conditions in home economics as is evidenced by our reformist orientation (Vincenti, 1982) and by our "addon" approach to curriculum (in recent times, e.g., units on child abuse, teenage pregnancy, drug education, eating disorders, stress management, etc.). But as we have gone about our adding on, we have tended to get caught up in the "how-to-correct" syndrome without fully examining the extent of the concern, because we have rushed in too quickly in our attempts to "fix" the prob-

lem. Changing the focus of our questioning from a "how-to" orientation to a "what should be done about" one, opens the way for the reasoned deliberation called for in a practical problem focus. I have found the Discrepancy Analysis used in the Minnesota curriculum (1984) to be of particular value here. The framework includes clearly differentiated ends (such as rootedness, self-identity, significant ideals and being pro-active) considered desirable. It is assumed that human problems exist when such human goals are not accomplished, i.e., when the existing human condition is contrary to the valued end—there is a gap between "what is" and "what should be." In working through the discrepancy analysis the posing of a practical problem becomes one that is derived rather than prescribed—not a static list to choose from, but rather a dynamic formation in relation to a specific context.

We don't have to look too far to find conditions in society that affect family well being: lack of adequate child care facilities, environmental pollution, drug abuse, increased stress related illness, out of control crime, lack of affordable housing, enduring racism, gender inequities, homelessness, increased adolescent pregnancies, child/spouse abuse, and the list could go on. The tendency all too often is to address these concerns in the realm of how-to solutions (so ready is the technical response). If we bring these concerns to a different plane, we begin to ask different kinds of questions in order to better understand what stands behind these concerns, as well as to find ways to change the conditions that are contributing to the problem. The questions we need to ask are ones that help expose the underlying values and interest involved that are related to socio-political, cultural, and economic considerations. If we ask, what should be done about being critically aware of the social forces which affect family, our look at the problem of homelessness, for example, would begin to open the way to expose the lives of these persons—how they got where they are, institutional constraints or bureaucratic regulations and how they seem to conspire to annihilate a family. How does a family stay together under these conditions? What is life for people like on the streets or in shelters? If we look more deeply at the reason for persons being without homes, rather than giving unreflective explanations such as family breakdown, drugs, culture of poverty, underclass, teen pregnancies—we might begin to see that the most basic cause is lack of affordable housing. We might also begin to see as Jonathan Kozol (1988) does in his study of homeless families in America that homelessness creates an underclass, or enhances an underclass that may already have existed, wherein children are all assigned to an imperiled way of life. Kozol (1988) forthrightly says, "we are creating a new institution of our own: the abstract

institution of an airtight capsule ('underclass,' 'behavioral problem,' 'nonadaptive' or 'psychotic') that will not allow their lives to touch our own" (p. 135).

When we begin to look more deeply at conditions in society through social reflection, we begin to restore an awareness of how the larger whole system operates in relation to family concerns, and can then more clearly consider which alternatives might best serve human needs. To help bring about this kind of examination, we need a critical pedagogy that can help us look a more thoughtful and penetrating way, and as such we are concerned with the next question.

What Should Be Done About The Selection Of Educational Processes Consistent With Views Of Human Beings (Our Students)?

This question, which on the surface seems such an obvious call to critical thinking, must be sorted out in relation to the intent of a practical problem orientation. As Richard Paul (1989) looks at the meaning of critical thinking, he suggests that it can be used in either a weak sense or strong sense, depending on whether critical thinking is seen narrowly as a collection of discrete intellectual skills, or more widely as a mental integration—as a synthesis of complex dispositions, values and skills necessary to being a fair-minded critical person. Critical thinking in the weak sense (as a set of micro logical skills extrinsic to the person) fosters technical reason (procedural knowledge) with no concern for the person in relation to the development of ethical values. Strong sense thinking, on the other hand (integrated macro logical skills intrinsic to the person) generates emancipatory reason (principled thinking, with a concern for the development of a free, rational and autonomous mind and society). While various models of teaching critical thinking which focus on specific thinking skills such as the Bruner Concept Attainment Model, Taba Inductive Model, Syntetics Creativity Model, Thelen Group Investigation Model or others are valuable for teaching important intellectual skills (weak sense), they are not enough in themselves if they are not seen in relation to the wider valued end of an ethical orientation as found in the strong sense of critical thinking. Ethical in this context means taking into account, when deciding or acting, the well-being of those involved and making a commitment to act in ways that are likely to contribute to those affected by decisions and their opportunity to take their own ethical action. The critical intent of such a perspective is that the purpose to which this way of thinking leads, is to empower persons by enabling them to expose distortions in understanding or oppressive conditions in society that favor some

interests of groups or persons at the expense of others. It is this very interest in emancipatory ends that is the basis for the kind of thinking involved in addressing practical problems of the family through the systems of action. The point of orientation, then, is to develop the conceptual tools necessary (which the models of teaching and other intellectual skills can help accomplish) for examining the ideological beliefs that exist in society due to dominating forces. This requires critique and interpretive understanding which expose the nature of distorted views and their source in our lives, as well as the ability to be self reflective of our actions in every day life.

If we consider everyday life as a foundation for our critical pedagogy as Shor (1987) does so revealingly, socio-political awareness is likely to evolve as we question social reality. Our view of the learner becomes one of knowing subject in dialogue with the educator, wherein Freire (1972) sees a process that persons undergo from being submerged in reality to a re-insertion in reality with critical awareness. The right of self-expression and world-expression, of creating and re-creating, of deciding and choosing and ultimately participating in society's historical process become the focus of our teaching—a cultural view as described in the beginning of this article rather than a conceptual view. It is to that distinction I would like to return again in relation to the final question.

What Should Be Done About The Relation Between Knowledge And Practice?

If we are concerned about the "people in the houses" (cultural view of curriculum) as opposed to the abstract design elements (conceptual view), it seems to me that we need to find ways that allow us to create spaces for such living in our teaching. The questions we might ask from a practical problem orientation can start us on the way, but we have to allow ourselves to go in the direction of where the questions lead. For the knowledge drawn from theory to be relevant for the student (and to us as teachers), it must confront our lived worlds. I am beginning to think less about what kinds of teaching strategies or critical thinking approaches which allow that to happen and more about how we live our lives with students in teaching—our lived practice. We all too frequently get tied up in methods or conceptual approaches, and as a result, fail to experience what it is like to live in the questions we ask.

I have been quite taken with the metaphor of "dwelling" in my work with a study group, wherein a forthcoming book reflects our thinking around this metaphor (Berman, Hultgren, Lee, Rivkin, & Roderick, in press). The root meaning of dwelling is a lingering or abiding for awhile—to tarry—to delay. I think

that in our teaching we have not allowed ourselves the kind of knowing that comes from such dwelling. When it comes to our use of a practical problem orientation, we need to get beyond the "visiting stage" and rather "move in" so that we might really "know the place for the first time" in the words of T.S. Eliot. A practical problem orientation is not merely a way to think about curriculum, but it is rather an orientation to the world—a way of being and living. As we work toward a deeper understanding of this orientation, two quotes are particularly significant to keep in mind to help us move from the questions to our lived practice:

We can adopt any type of system we want... but the system isn't going to mean anything unless we educate people to think differently and to be different. (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985, p. 18)

If we don't change ourselves, no matter what the curriculum looks like, nothing will change. And if we do change ourselves, what happens in our classrooms cannot stay the same. (Family, Work and Careers Middle School Module, 1987, p. 84)

References

- A conceptual guide framework for home economics in Maryland.* (1989). Baltimore, MD: Maryland State Department of Education.
- Bellah, R. N., Madsen, R., Sullivan, W.M., Swidler, A., & Tipton, S.M. (1985). *Habits of the heart*. New York: Harper & Row.
- Berman, L., Hultgren, F., Lee, D., Rivkin, M., & Roderick, J. (In press). *Voices of educators: Toward curriculum for being*. New York: SUNY Press.
- Brown, M. (1979). *A conceptual scheme and decision-rules for the selection and organization of home economics curriculum content*. Madison, WI: Wisconsin Department of Public Instruction.
- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Washington, D.C.: American Home Economics Association.
- Connelly, E.M., & Clandinin, D.J. (1988). *Teachers as curriculum planners*. New York: Teachers College Press.
- East, M. (1980). *Home economics: Past, present and future*. Boston: Allyn & Bacon.
- Family, work and careers middle school module.* (1987). Madison, WI: Wisconsin Department of Public Instruction.
- Fauske, I. (1986). Family focus home economics design: Wisconsin curriculum project. In J. Laster and R. Dohner, (Eds.), *Vocational home economics curriculum: State of the field* (American Home Economics Association Teacher Education Yearbook 6). Peoria, IL: Glencoe Publishing.
- Freire, P. (1972). *Cultural action for freedom*. Baltimore: Penguin.
- Gadamer, H-G. (1975). *Truth and method*. New York: Crossroads.
- Grundy, S. (1987). *Curriculum: Product or praxis*. New York: The Falmer
- Home economics concepts: A base for curriculum development*. Alexandria, VA: American Home Economics Association.
- Hultgren, F. (1986). Value reasoning design: The Pennsylvania State University curriculum project. In J. Laster and R. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (American Home Economics Association Teacher Education Yearbook 6). Peoria, IL: Glencoe Publishing.
- Hultgren, F., & Wilkosz, J. (1986). Human goals and critical realities: A practical problem framework for developing home economics curriculum. *Journal of Vocational Home Economics Education*, 4(2), 135-154.
- Kister, J. (1986). Practical action curriculum (PAC) design: Ohio curriculum project. In J. Laster and R. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (American Home Economics Association Teacher Education Yearbook 6). Peoria, IL: Glencoe Publishing.
- Kozol, J. (1988). *Rachel and her children: Homeless families in America*. New York: Fawcett Columbine.
- Minnesota secondary vocational home economics curriculum model.* (1984) St. Paul, MN: Minnesota Department of Education.
- Ohio vocational consumer/homemaking curriculum guide: Practical action.* (1983). Columbus, OH: Ohio State Department of Education.
- Paul, R., Binker, A.J.A., Martin, D. Vetrano, C., & Kreklau, H. (1989). *Critical thinking handbook: 6th-9th grades*. Rohnert Park, CA: Center for Critical Thinking and Moral Critique, Sonoma State University.
- Pennsylvania State University value reasoning curriculum.* (1980). University Park, PA: The Pennsylvania State University.
- Schwartz, D.J., Wilkosz, J., DeBoe, J., Grote, A., & Torgerson, R. (1986). Problem posing curriculum model: Minnesota curriculum project. In J. Laster and R. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (American Home Economics Association Yearbook 6). Peoria, IL: Glencoe Publishing.

(Continued on page 196.)

Home Economics Curriculum Review: A Local School District's Approach

Robert A. Reineke
M. Ann Irvine
Lincoln Public Schools
Lincoln, NE



Robert A. Reineke

M. Ann Irvine

Introduction

James Coleman (1987) in his article, "Families and Schools," chronicles the changing completion of the family over the past several centuries, especially the past 200 years. Coleman (1987) contrasts the "on-the-job" training in household and farming activities that characterized education for children throughout most of history, with the very recent phenomenon of the public school as the primary education institution. He describes the shift in the locus of education as a consequence of a dramatic reduction in the number of men in agriculture since 1800, and, the more recent phenomenon of the declining number of women "in the home." Coleman (1987) goes on to say, "...schools, to be effective, must change as families change, must be adjusted to the conditions of the institution they complement" (p. 35).

The phenomenon Coleman (1987) describes in his article is clearly relevant to the study of home economics curriculum and serves as introduction to this article. The connection between Coleman's (1987) article and curriculum review becomes apparent from examination of the philosophy and rationale that underlie home economics education. As Smith (1988) states, home economics is "the only curriculum that focuses on the family and prepares students for family and home living" (p. 181).

A basic premise for this article is that the purpose of home economics education is to prepare people for the work of the family. Consequently, as the work of the family changes, so does the focus of home economics education. Eight years before Coleman (1987)

talked about the work of the family and his notion of "social capital," Brown and Paolucci (1979), outlined a definition of home economics that stressed a proactive rather than a reactive role for individuals and families in terms of developing family members and the family unit itself. In that article, a mission for home economics was offered that was to:

"enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead 1) to maturing in individual self-formation and 2) to enlightened cooperative participation in the critique and formulation of social goals and means for accomplishing them" (p. 23).

The positions taken by writers such as Coleman (1987), Brown and Paolucci (1979) suggest both a need and a focus for home economics curriculum review in local school districts. This article describes one possible approach that local education agencies might use for curriculum review.

In discussing the selection of content for home economics education as part of a national project to reconceptualize home economics curriculum at the secondary level, Smith (1988) lists three content selection issues or approaches: task analysis, teaching the basics and critical thinking. After discussing some limitations with each of these approaches, Smith (1988) concludes that: "... a major factor in determination of the home economics curriculum is the teacher" (p. 184).

Brown (1980) has also addressed the question: "What is Home Economics Education?". She describes a dialectic process to defining and knowing: "As a mode of inquiry it [dialectic] is concerned with open and critical examination of the interconnections of ideas. To use dialectic as the mode of inquiring into the conceptual meaning of home economics education, we are using a mentally active procedure rather than an inert one of merely taking in information" (p. 11). Sirotnik (1988), in introducing collaborative inquiry, emphasizes a similar process of "... self-study—of generating and acting upon knowledge, in context, by and for the people who use it" (p. 169). Finally, in considering the impact of dialectical reasoning on individuals, Paul (1984) states: "It cultivates the mind and orients the person as technical reasoning cannot.

It meets the needs of persons to bring harmony and order into their lives; to work out an amalgamation of ideas from various dimensions of experience; to achieve, in short, intellectual, emotional, and moral integrity" (p. 14).

This article describes a local school district's approach to curriculum review that centered on dialogue among a core group of teachers, but also included significant contributions from other segments of the profession, school district and community. With the goal of curriculum review and renewal, practitioners were given multiple opportunities to actively grapple with fundamental questions and issues regarding home economics education in general as well as in the local setting.

The Curriculum Review Process

During one academic year, six junior and senior high school economics teachers, along with the home economics administrator and a district evaluator, engaged in a home economics curriculum study. The major goal was to examine the relevance of the curriculum in light of current social and educational trends. The study was conducted as part of a board policy mandate that calls for periodic and systematic study, implementation and maintenance of curriculum. Steps for this nine year study cycle are outlined in a district study manual (Lincoln Public Schools, 1986). A brief overview of the process is shown in Figure 1.

Figure 1

Lincoln Public Schools SIM Cycle Task Chart Study, Implement, Maintain

<div>S</div> <div>Step 1—Study</div> <div><ul style="list-style-type: none">• Organize committee• Develop Initial Version of Recommended Program• Conduct Needs Assessment• Revise Initial Version of Recommended Program• Develop Long-Range Plan for the Study</div>	<div>S</div> <div>Step 2—Study</div> <div><ul style="list-style-type: none">• Select/Develop Resources• Conduct Pilot• Develop Field Study Plan• Develop Resource Purchase Plan for Field Study</div>	<div>S</div> <div>Step 3—Study</div> <div><ul style="list-style-type: none">• Conduct a Field Study• Develop/Revise Recommended Program for Implementation• Develop Implementation Plan• Purchase Materials</div>	
<div>I</div> <div>Step 4—Implement</div> <div><ul style="list-style-type: none">• Conduct Staff Development• Evaluate/Revise Staff Development Plan/Activities• Conduct Program Review Plan for First Year of Implementation• Develop Program Review Plan for Steps 5 and 7</div>	<div>I</div> <div>Step 5—Implement</div> <div><ul style="list-style-type: none">• Conduct Staff Development Activities• Evaluate Staff Development• Conduct a Program Review</div>		
<div>M</div> <div><ul style="list-style-type: none">• Maintain and Support the Program• Review Program Review Plan for Step 7</div>	<div>M</div> <div><ul style="list-style-type: none">• Maintain and Support the Program• Conduct the Program Review</div>	<div>M</div> <div><ul style="list-style-type: none">• Maintain and Support the Program</div>	<div>M</div> <div><ul style="list-style-type: none">• Conduct Future Scan• Prepare Preliminary Plan Steps 1-3</div>

The immediate goal of the study was to establish program direction. Continuing work includes making curricular decisions, selecting instructional materials

and pilot testing and implementing a new home economics curriculum.

A district wide review of an entire curriculum is an enormous task and can easily become an overwhelming one. Therefore, an essential beginning to a local study is to establish its boundaries. This was accomplished in the present case by grounding the curriculum review within a theoretical framework and establishing a timeline for completing the work. Within these boundaries four study components were identified and are discussed in following paragraphs. These components include: (1) establish a study committee and reaction committee including a program evaluation specialist who provided technical support, (2) introduce research and devise a structure for content (we used practical perennial problems and family action systems—see Figure 2), (3) gather viewpoints of various stakeholders through use of a survey and (4) critically examine survey results and consider their program implications.

Involve Staff

The initial step in the curriculum review process was to involve staff. Ideally all staff would participate in all aspects of a curriculum review. However several practical matters suggested a limit to the number of staff members involved and the extent of their participation. Considerations included the number of staff that could efficiently work together, the amount of funding to support staff release time, and concern that all home economics staff have some input into the curriculum review process and the resulting decisions. Given these factors, a study committee consisting of six home economics teachers became the core study group. At the same time a reaction committee was formed that comprised 24 home economics teachers (the remaining home economics staff) along with other district personnel such as principals and counselors. In addition a program evaluator, a member of the local educational service unit, was involved during the entire study. The evaluator's primary role was to provide technical support. The study committee met at least once a month during the 10 month study, normally for an entire day. Release time was provided. The larger reaction committee met four times during the study period. Meetings were held at the end of the school day, and lasted about two hours. Critical activities for this group included reviewing and reacting to the study committee's work. Throughout the effort, members were kept informed of the progress of the study and received information from leaders in home economics.

Establish a Framework

Establishing a focus for study was particularly important to ensure efficient use of personnel resources and progress toward the study goals. As mentioned

earlier, one boundary for the study was the introduction of a conceptual framework. After a review of current research and recent home economic curriculum structures, such as those completed in Wisconsin (1987), Minnesota (1987), and Nebraska (1987), the study committee adopted a structure that emphasized practical perennial problems. The structure also improved the balance among objectives that paralleled Brown's (1985) systems of action, namely, technical, communicative and emancipative. For purposes of study, this structure was overlaid on seven general course areas identified as part of the local curriculum, namely, foods, housing, clothing, child development and parenting, consumer and resource management, self development and relationships (stages of life). The curriculum objectives matrix is shown at Figure 2. To some extent at least, the seven areas, representing traditional content offerings, helped establish a context for study. In addition, district criteria for curriculum, e.g., equity review, contributed to the study context.

Gather Opinions

One objective of the study was to invite various publics to share their ideas about home economics curriculum. Groups that participated included teachers, administrative staff, parents and students, and community representatives. A survey was developed to reflect selected concepts from the conceptual structure developed as part of the study (Figure 2). Sample items for the survey include:

Understand and provide social, emotional, physical, and psychological support of the family unit.

Plan for and provide nutritious food for self and family throughout the life cycle.

Develop personal communication skills to help resolve personal problems throughout the life cycle.

Importantly, the process of survey development offered study group members a second opportunity to critically examine premises and assumptions concerning fundamental curriculum elements. Decisions about what items to retain or how items should be worded, were made only after substantial discussion of their meaning, of their fit to the general conceptual structure, and of their potential merit to aid in understanding public and staff perceptions.

Continued opportunity for study members to share beliefs, biases, and opinions concerning curriculum issues occurred when survey summary results were re-

viewed and program implications considered. Discussions by both the study and reaction committees again involved dialogue, in this instance centering on ques-

tions about similarities and differences in response patterns among the various groups that responded.

Figure 2
Conceptual Structure

What to do about family

	Relationships Stages of Life	Self Development	Children/ Parenting	Resource Management	Food	Housing	Clothing
Technical							
Communicative							
Emancipative							

Process Outcomes

The process used to carry out this initial phase of a curriculum review, resulted in several outcomes. First, a set of guiding (7-12 program) objectives was developed upon which to base curricular decisions. These objectives were presented and approved by the board of education. Second, teachers were provided with information about curriculum objective priorities of students, parents, teachers, and community members. Most importantly, a deeper appreciation of issues and concepts related to curriculum concepts and content was gained by a core study committee as well as by the entire home economics staff. Survey development, review of results and consideration of implications for curriculum served as a catalyst for critical review of and sharing feelings and beliefs about home economics issues, both content and process. In this sense, the review process reflected Brandt's reminder, as he emphasized, "... the futility of trying to separate content from the way it is taught (Brandt, 1988, p. 196).

Several factors contributed to the success of this review process. Importantly, all staff enjoyed the support of the board of education. Beyond being mandated in board policy, the importance of periodic curriculum review is recognized in terms of release time for study participants (teachers), community participation, and financial support. Finally, board interest in the study was reflected in regular reports required by the board to appraise members of progress toward study objectives.

Involvement of a variety of staff added to the quality of the study and helped to insure the usefulness of findings in the classroom. As suggested earlier,

teacher involvement was critical. The availability of technical expertise such as provided by the program evaluator, allowed staff to focus their attention on matters of content. Participation by principals and counselors resulted in points of view being expressed that were different from teaching staff in important ways. Staff participation in the process can help them in subsequent curriculum implementation efforts as well as lead to a "... continuation of the reflective conversation" with oneself and among staff members (Schon, 1983, p. 136).

Incorporating a conceptual structure as a basis for study proved beneficial. This structure, based on published research, served as a guide throughout the initial study year. The availability of state department curriculum models (Minnesota, Wisconsin, and Nebraska), provided concrete examples of published curriculum standards. In addition, timely inservice opportunities were provided by university and state department personnel.

Finally, however, the value of the process rested on the year-long reflection, dialogue, and critical thought that home economics teachers used to engage curriculum issues. Based on our experience, it may not be as important that the "Wisconsin" curriculum model be used as it is that some rationale and structure be established to reflect upon. It is not as crucial that a program evaluator be a part of a study as it is that some technical elements be addressed (e.g., sampling issues, study design, and statistical review of data). Similarly, curriculum review can be enhanced by soliciting outside opinions from school staff, students, parents professional groups and others. In the author's opinions, it is critical that those who deliver the cur-

riculum should play a key role in deciding its content and form.

Concluding Statements

The basic approach suggested by Brown (1980) in examining the philosophical bases for a home economics curriculum can be effectively applied at the local level. To do this it is necessary to establish the climate and conditions that, as Brown (1980) suggests, in quoting Goulet, allow staff to ". . .decree the obsolescence of cherished concepts" and that allow staff to "move beyond the past without repudiating it at new levels of critical consciousness" (p. 11).

The curriculum review process described here incorporated an active approach to curriculum exploration similar to that described by Brown in exploring the philosophical bases for home economics education. At the same time, the process emphasized the central role of teachers in educational decision making, as advocated by Smith (1988).

Curriculum renewal can be approached as ". . .an equalitarian process which does not depend on the information-giving of an expert" (Brown, 1980, p. 11). In this instance, a curriculum review was conducted through critical thinking by staff about current home economics structures and in consideration of opinions of various publics. Obtaining opinions about curriculum objectives by groups such as student and parents was important. However, the impact of their collective views was established as a result of informed review and reflection by professional staff. The importance of this reflective activity by teachers is well stated by Smith (1988); "It is the teacher's view of society; the teacher's understanding of learners and learning; the teacher's knowledge, skills, and beliefs about the relative merits of various learning activities that govern curriculum at the point of delivery" (p. 185). In a more general sense, Sirotnik (1988) echoes the view of Smith; "The 'teeth' of collaborative inquiry are the act of making it critical—that is, the act of people confronting descriptive information and the knowledge they derive from it with the values base driving their programmatic efforts" (p. 175).

This article began with some comments about the work of the family and principles of inquiry in curriculum review. As suggested by Brown (1980) and Coleman (1987) school curriculums (particularly home economics) need to prepare students for changes in families and society. The authors believe that the process described here, based on a dialectic method of inquiry, can be effectively used to guide curriculum review and contribute to curriculum change in local school districts. We agree with Robinson (1988) who, in concluding her article about the application of research to education, writes: "If ever the climate

exited for researchers and practitioners to apply measurement, evaluation, and research to the improvement of educational practice, it is now. All necessary conditions exist, including a receptive and sophisticated practitioner field. . ." (p. 65).

References

- Brandt, R. S. (1988). Conclusion: Conceptions of content. In *Content of the curriculum, 1988 ASCD Yearbook*. Association for Supervision and Curriculum Development.
- Brown, M. M. (1986). Home economics: A practical or technical science. In *Vocational home economics curriculum: State of the field*. American Home Economics Association Yearbook. Peoria, IL: Bennett & McKnight Publishing Company.
- Brown, M. M. (1980). What is home economics education. Minneapolis, MN: Minnesota Research and Development Center for Vocational Education, University of Minnesota.
- Brown, M. M. (1985). *Philosophical studies of home economics in the United States: Our practical intellectual heritage*. East Lansing, MI: Michigan State University.
- Coleman, J. S. (1987). Families and schools. *Educational Researcher*, August-September.
- Lincoln Public Schools. (1986). Program study, implementation and maintenance in the Lincoln Public Schools. Lincoln, NE: Instructional Services, Lincoln Public Schools, December.
- Minnesota Curriculum Services Center. (1987). Minnesota secondary home economics curriculum guide. White Bear Lake, MN: Minnesota Curriculum Services Center.
- Nebraska Department of Education. (1987). Nebraska base curriculum for family focused secondary home economics programs, teacher handbook. Center for Vocational Education, Kearney State College.
- Paul, R. W. (1984). Critical thinking: Fundamental to Education for a free society. *Educational Leadership*, September.
- Robinson, C. M. (1988). Improving education through the application of measurement and research: A practitioner's perspective. *Applied Measurement in Education*, V(1), 533-65.
- Schon, D. A. (1983). *The reflective practitioner*. New York: Basic Books, Inc.
- Sirotnik, K. A. (1988). The meaning and conduct of inquiry in school-university partnership. In K. A. Sirotnik and J. I. Goodlad (Eds.), *School-university partnership in action, concepts, cases and concerns*. New York: Teachers College Press.
- (Continued on page 180.)

The "Real" Home Economics Curriculum

Edna Page Anderson, Professor and Dean
and

Marlene F. Brands, Assistant Professor
Consumer Affairs and Home Economics
Education Department
College of Home Economics
South Dakota State University
Billings, SD



Edna Page Anderson



Marlene F. Brands

In Margery Williams' (1986) classic children's story, *The Velveteen Rabbit*, the Rabbit asks the experienced Skin Horse, "What is Real?" The Skin Horse explains to the Rabbit that Real is something that happens to you but not all at once. "You become. It takes a long time. That's why it doesn't happen to people who break easily, or have sharp edges, or who have to be carefully kept." The Rabbit wanted to be Real, but after hearing the explanation of the Skin Horse, wished it could happen without so much discomfort.

Home economics teachers may feel much like the Rabbit as they make decisions about curriculum. Certainly we often wish that the process of developing our curriculum was less complex. It is easy for us to identify with the Skin Horse because we know that the real curriculum requires struggling to make many difficult decisions. In the process of answering questions about what to teach and how to teach, we confront difficult choices and the need to understand the alternatives before us.

So what is the "Real" home economics curriculum? In our experience it is the one that has been questioned and examined from all possible angles. Why am I teaching this? How does this benefit my students now and in the future? Is this relevant to problems and issues that families repeatedly confront? Do students and their families have more important concerns that I should be addressing? Can I explain to parents, administrators and others why this is important to

teach? Screening curriculum is an on-going process that requires continuous questions.

Some of our questions cannot be answered unless we begin with a base of understanding about who we are as home economics educators. We might call these the foundation or the underpinnings of curriculum decisions. There may be some differences in what each of us would identify as fundamentals. Our requirements would include these understandings.

Understanding the mission and goals of home economics. What we teach and how we teach must lead to the fulfillment of the mission and goals. Since we are home economics teachers we are not free to teach whatever we wish. Curriculum cannot be a simple response to the most current or popular concern unless it contributes to our mission of enabling families to solve their own problems.

Understanding the mission and goals of education. We are able to justify what we teach and how we teach as consistent with and relevant to the fulfillment of the mission and goals. Just because students or parents are interested in a particular subject or a particular teaching technique doesn't mean the subject or the technique is in their interest or is defensible as learning. If we are to help students develop problem solving abilities, we must be able to justify both the processes we use to teach and the subject matter content we select.

Understanding the developmental needs of learners and what is developmentally appropriate. Learners come to us at different intellectual, social and emotional stages of development. Part of the complexity of curriculum development is teaching at a level that is consistent with the learners' needs, one that is not overly difficult nor unchallenging.

Understanding that we work and make our decision in context. The state, the community, the school and other agencies all have priorities and procedures within which we must negotiate our curriculum decisions. Curriculum decisions are not made in a vacuum, and we are often unable to have our curriculum exactly as we wish. On the other hand, our cur-

riculum cannot be so flexible that we abandon our own goals to satisfy everyone else. Being able to meet our own requirements and those which others may impose requires working within the educational system to develop curriculum which satisfies our own criteria while simultaneously fulfilling requirements of others.

Understanding that there are different approaches to curriculum and recognizing that the approaches influence what we teach and how we teach. There are different philosophies about teaching and each represents some difference in values and goals.

Approaches to Curriculum—Must We Be Exclusive in Our Choice?

In the past five years, there has been considerable discussion about curriculum approaches and their differences. Much of the discussion was prompted by the appointment of a steering committee in 1985 to reconceptualize home economics content (or in some people's terms "rewrite the bird book"). The discussion has helped us recognize that different curriculum perspectives can co-exist (*Journal of Vocational Home Economics Education*, Fall, 1986).

The Consumer Affairs and Home Economics Education faculty at South Dakota State University has piloted an eclectic model in which three major curriculum approaches—concepts and generalizations, competency-based and practical problems—are used in combination. The role of each approach is described below.

Concepts and Generalizations—to organize and communicate content (cognitive)

The concepts and generalizations framework serves as a useful tool for organizing the cognitive aspects of the curriculum. Developing a conceptual outline of what is to be included in the curriculum at a particular level is a simple, familiar way of categorizing key ideas to be learned. Concepts written as nouns or noun phrases can be articulated to the students, parents, and others unfamiliar with a program to give an overview of a program. Generalizations can be used to review and summarize information learned, helping the learner to connect pieces of information together.

Competency-Based—to organize and communicate expectations (tasks, competencies, behaviors, learner outcomes, valued ends)

The competency-based framework can be used to further develop a systematic approach to curriculum development and delivery. Utilizing a conceptual outline that reflects the needs of students preparing for life in the 21st century, competencies (knowledge, skills, attitudes) (Blankenship & Moerchen, 1979) can be linked to the concept to describe broad duties and specific tasks a student must perform, perhaps master at a certain level of competence. At this stage of curriculum development, grammatical writing skills combined with Bloom's taxonomy enable even the novice curriculum writer to communicate content and outcome to students, administrators and others involved in the evaluation process. A simple verb phrase stating the cognitive, psychomotor or affective task (behavior) with the noun concept as the direct object will communicate what response is expected in terms of what is to be learned. A performance objective stating the conditions under which the task is to be performed and the standard specifying the criteria for performance sets the stage for the process of learning.

Practical Problems—to organize learning experiences and communicate the process of learning (critical thinking)

The practical problems framework for curriculum development provides an ideal model for designing learning activities that focus on the process of learning. A well-developed conceptual outline and competence list can serve to identify major, recurring problems faced by individuals and families over time and those problems students and their families experience in their everyday lives. Then it becomes the responsibility of the educator to provide a learning environment in which students are enabled to "compare claims or arguments, weigh evidence, and form conclusions based on sound reasons rather than authority, expediency, whimsy, tradition, or irrational compulsion," (Brown & Paolucci, 1987). Students become seekers of information and open-minded to alternative solutions. Educators become guides of the learning process and facilitators of the learning experience. This in itself provides for critical and creative thinking—there is no one right way to solve a problem or even one right reason to solve a problem! This communicates that a program is in touch with the real world faced by students.

The "Real" curriculum is the one that "becomes," the one that is subjected to questions, the one that is built on basic understandings, the one that is carefully thought about. In the "Real" curriculum, different approaches are blended in relation to subject matter and goals. The "Real" curriculum has had lots of sharp (Continued on page 184.)

The Critical Perspective: A Challenge for Home Economics Teachers

Donna Kowalczyk
Nora Neels
Marge Sholl

Home Economics Teachers
Baltimore County Public Schools

In the teaching of home economics content, there are perspectives or lenses through which a teacher may approach the curriculum. As a lens on a camera can greatly affect the picture we ultimately see, the perspective with which a teacher approaches the content might greatly affect how the students benefit from this teaching. In this article, three perspectives or lenses which can be used to teach home economics content will be explored. The perspectives included are the technical, cognitive processes, and critical.

We feel all three of these perspectives have value in the teaching of home economics. They all address different aspects of the content. In addition, each perspective has its own focus and valued end. The three perspectives will be illustrated through lesson examples.

As you read through these lesson examples we encourage you to reflect on these questions:

- What perspective or approach do I use most often?
- What is the valued end of each perspective?
- How does the role of teacher and student change in each perspective?
- Which perspective(s) would I choose to teach home economics content?

The first lesson example will focus on the technical perspective or approach to teaching. In this approach students may glean information through memorization, lecture, reading, research, etc. In a lesson developed from a technical lens the emphasis is on the knowledge being taught. The students are seen as recipients of the knowledge and the teacher is viewed as the dispenser of this knowledge. A lesson based on this approach tends to be very sequential in that each piece of knowledge builds on what the students have previously learned and in turn would

prepare students for what is to come. Routines are very important. Students may perform several of the same types of activities in most lessons day after day. Examples of some common routines are the reading of the lesson objectives, completion of drills and vocabulary, a review of homework and lesson activities. The success of a lesson using the technical approach is based on the ability of students to perform on some predetermined instrument (Eisner, 1985).

A Technical Approach

Objectives: The student will be able to

- Explain how a microwave works.
- Identify cooking utensils appropriate for microwave cookery.
- Define terms related to the use of a microwave oven.
- Explain why common mishaps occur when using the microwave oven.
- Identify advantages and disadvantages of microwave cookery.

Instructional Activities

1. As a drill students would identify in writing an unusual experience which they or a family member has had when using a microwave oven.
2. The teacher would demonstrate the use of the microwave through the preparation of various foods. Recipes would be selected that illustrate the basic skills necessary for microwave cookery. During the demonstration the following would be included:
 - how it works
 - power levels
 - standing time
 - memory
 - suitable utensils
 - probe
 - browning trays

3. After viewing the demonstration and tasting the foods prepared, students would be asked to identify some advantages and disadvantages of microwave cookery.

Summary Activities

Students would be asked to share with another student their unusual experience identified at the beginning of the lesson. Together students would be asked to explain why these occurrences happened. These would be shared with the class and the class would be asked to determine if the explanations are correct.

The technical perspective is one we have all used through many times as we are planning and implementing curriculum. For many of us it was the way we were taught throughout our education.

A different perspective that we could use to approach a lesson on microwave cookery is the cognitive process lens. With the cognitive process our focus changes from the teaching of factual information to the teaching of thinking skills and intellectual information. The emphasis of the cognitive process is on the process of learning to learn and problem-solving rather than content. The role of the teacher is to foster student learning by raising higher level questions in order to probe students' thinking to higher levels. The goal when using the cognitive process approach to learning is to help students develop thinking skills that can be transferred, since the information may change but the skill will remain constant (Eisner, 1985)

The model used here to illustrate the cognitive process approach to learning is the TABA Inductive Thinking Model (Joyce & Weil, 1980).

A Cognitive Process Approach

Phase I—Listing

Students would be asked to think about the last time they used a microwave oven and to describe how they last used a microwave oven. Some examples of student responses are:

- warmed up leftover pizza
- thawed and heated a muffin for breakfast
- made a microwave milkshake
- made popcorn
- warmed up leftovers for dinner
- made instant oatmeal for breakfast
- made a microwave pizza
- made microwave chicken cacciatore
- made stuffed green peppers for dinner

- melted butter when I was making a cake
- prepared a microwave sausage sandwich
- warmed up dinner after softball practice
- thawed chicken
- cooked frozen peas
- thawed orange juice

Phase II—Grouping

Students would be asked to group the uses for the microwave. Each group would have a commonality.

Processing questions:

- What uses for the microwave seem to go together?
- What is the basis on which you are grouping them?
- What do these uses have in common?
- Do any of these uses belong in more than one group? Explain.
- Are there any changes you wish to make?

Phase III—Labeling

Students would be asked to label each group with a title or label that would describe the common characteristics of all items in that group.

Processing questions:

- What label could be given to this group of uses?
- Why is that label appropriate?
- Why do all these uses of the microwave belong together?
- Explain how they are alike.

Example groupings and labels:

To Reheat Foods

- warmed up leftover pizza
- warmed up leftovers for dinner
- warmed up dinner after softball practice
- thawed and heated muffin for breakfast

To Defrost Foods

- thawed chicken
- thawed and heated a muffin for breakfast
- thawed orange juice
- made a microwave pizza

To Prepare Convenience Foods

- prepared a microwave sausage sandwich
- made microwave chicken cacciatore
- made a microwave pizza
- made a microwave milkshake

- made instant oatmeal for breakfast

To Prepare An Entire Recipe

- made stuffed green peppers for dinner

To Prepare Part of a Recipe

- melted butter when I was making a cake

Phase IV and V—Identifying Points and Explaining Items

Processing questions:

- As you look at the different general uses for the microwave, what use do you think the microwave is used for most often?
- When microwaves first came out, what general purpose were they used for most often?
- How has this changed?
- Why has this changed?
- Has the use of the microwave increased in recent years?
- What has happened to bring about an increased use of the microwave?
- What impact has this had on families?

Phase VI—Making Generalizations

Students would be asked to make a generalization—a statement—to summarize what has been said about the use of the microwave. One possible generalization is: "Because of emerging technology, the use of the microwave has changed in recent years."

Phase VII—Predicting Consequences

Processing questions:

- Think about all the uses we have discussed for the microwave oven. What new products do you see being used now that were not used five years ago?
- What has happened to change this?
- What new products and uses can you see for the microwave of the future? What impact will this have on families?

Phase VII and IX—Explaining, Supporting and Verifying Predictions

Questions:

- What makes you say that?
- Does anyone agree or disagree?
- What would it take to make this happen?

Many people view the cognitive process as critical thinking. Richard Paul (1984) sees it as critical thinking in the weak sense. Paul points out that although the cognitive process approach to learning may be based on problem solving and thinking skills, the problems may not be controversial in nature or have ethical dimensions. In order to be critical thinking in the strong sense, students must seek solutions to problems that require them to make value, moral, and ethical judgments.

Using the cognitive process to teach students home economics content also helps them to learn thinking skills which they can apply to other situations in life. As emerging technology creates an information overload, it is important that students are taught the thinking skills they will need to sort, question, interpret, process, and verify this abundance of information.

As students begin to master thinking skills, a logical progression leads to the use of a critical perspective - or critical thinking in the strong sense as defined by Richard Paul. (1984) This perspective encourages the use of rational thought in relation to problems that require students to make value, moral, and ethical judgements. It could be used when the curriculum addresses controversial issues such as dieting, food additives and preservatives, irradiation of food, AIDS, day care, or genetic engineering. A critical perspective can also be used to examine those elements of our lives that we may take for granted but may need to be examined more closely. This could include fast food, microwavable foods, new technology for the home and family, and family roles and responsibilities. As these or other aspects of everyday life are examined with a skeptical eye, one sometimes finds elements of manipulation of one segment of society over another. It is at this point that students would be encouraged to move on to positive societal action.

A Critical Perspective Approach

To begin, students would be asked to list all of the ways the microwave has been a help to families in the 1980s. Some responses might include:

- Microwaves make cooking a meal easier for working parents.
- Microwaves make it easy to safely defrost food in a hurry.
- Children can use a microwave to cook.
- Microwaves make it easy for everyone in a busy family to have a hot meal of their choice.

Based on student responses and student interest, the teacher would focus the direction of the lesson on

one thought and could later go back and explore other directions. For this lesson, we will focus on the use of the microwave to heat individual servings of food. To examine this more closely, students could be asked:

- This use of the microwave is great for meeting the needs of the individual, but what about the needs of the family?
- What is happening to the needs of the family?
- What may families give up or sacrifice when they choose to use the microwave in this way?

After having time to think about these questions, students might respond that families are giving up:

- the sharing of food
- the sharing of the events and feelings about the day
- time together
- communication skills
- money
- good nutrition

Students would then be given a chance to consider if this is, or could be, a problem for families. Questions such as "Who might see this trend as a problem?" and "Who might not?" could encourage students to look at the issues of individual mealtime vs. family mealtime from a variety of perspectives. Some perspectives might include those of a parent, a teenager, a nutritionist, and a marketing executive for microwavable foods.

Another series of questions could be used to help the students to reflect on the use of the microwave for individual meal preparation.

- What signs do you see in society, and in the grocery store in particular, that this trend toward individual meal preparation is probably going to continue?
- Who benefits from the fact that families are eating more often as individuals rather than as families?
- If the family is not the one who benefits, why do you think there is such a demand for single serving microwave food?

This lesson could conclude with students being asked a question that would encourage self-reflection and could lead to positive action. Some possible questions the teacher may pose are: If we recognize that the technology of the microwave oven impacts on the family both positively and negatively, what can you as a family member do to reduce the negative impact this technology has on families? What can you as a consumer do to reduce the negative impact this technology can have on families?

The critical perspective addresses areas of home economics content that the technical and cognitive processes perspectives do not. It allows us to explore family issues/problems that require value judgements as a part of the solutions.

Conclusion

We hope that through your processing of the lesson examples that you have had time to reflect upon the questions we posed at the beginning of this article. To summarize we would like to refer back to those questions.

What perspective or approach do I use most often?

We feel the technical perspective is used most often because it was the way most of us were taught and is where the emphasis has been in education for many years.

What is the valued end of each perspective?

How does the role of the teacher and student change in each perspective?

The technical perspective's valued end is student recall of information. The role of the teacher is to dispense information. The role of the student is to be a somewhat passive receiver of information. Since this perspective takes less time, it can be helpful in providing students with the factual information which forms the knowledge base required for higher level thinking.

The valued end for the cognitive process approach is students who are able to use learned thinking skills to solve problems and make decisions. The role of the teacher is to probe student thinking to higher levels through questioning. The students are active participants in the learning/thinking process. This perspective equips students with thinking and problem solving skills that can be transferred to other situations.

The valued end of the critical perspective is students who are able to look at problems with a skeptical eye in order to raise value, ethical, and moral questions about an issue or problem and to seek a morally and ethically defensible solution. The role of the teacher is that of a facilitator who encourages students to consider all viewpoints, raises questions that challenge and probe student thinking, and brings the discussion to closure. The teacher also serves as a model to students so they can learn to question one another.

(Continued on page 180.)

Teaching to 'Open Fences'

Mary Ann Block
Associate Professor
Department of Home Economics
Tarleton (TX) State University

There are many barriers which people erect to protect themselves from other people or from unknown dangers. What barriers do schools, pedagogy and teachers erect for themselves and for students? What help can we provide or extend to assist students in climbing or removing natural or man-made barriers.

Barriers separate the wanted from the unwanted. For instance, by erecting a fence we can control possessions efficiently with a minimum of time, energy, and expense over the long-haul. If we were controlling cattle with a fence then the cattle are always easy for us to find, feed, count, check for disease and load for market. We do not need to roam the range to check on them.

Cattle are a product which are objective and can be easily managed in a closed system or within fences. Closed systems as defined by Combs, Avila, and Purkey (1978), are always product oriented and thus the behavior of the entities must be managed. Schools and students are not products to be equated with cattle and confined in a closed system.

What fences do we erect?

The question should cause us to look more closely at our classrooms and teaching procedures to check to see if we are only producing products to be controlled.

According to Combs et al. (1978) definition of closed systems, the use of fences in the classroom would likely create only products. The control by the teacher would be absolute. Students would become products to be processed toward for example the goal of passing a test (passage). Objective testing would be the means of deciding on the marketability of the product or student.

At the present time, one educational researcher claims that school systems process students (Wise, 1988). The fences surrounding the student are "standardized testing," "teacher proof curricula," "standardized teaching," and "management-by-the-numbers" (Wise, 1988). Combs, et al. (1978) would likely describe this as a closed system.

Closed System

One aspect of a closed system which can be considered is the level of teaching. In order for students to be measured for the extent of their "fattening," their ability to periodically pass tests would require specific facts or knowledge. If the student is to go "through the gate" to market, s/he must pass the test. The teacher must teach the facts and concepts for the test and the student must learn them. The behavior of the students, physically, emotionally, and cognitively will probably be rigidly controlled to ensure the attainment of the objectives set by the school or state.

Suppose a student sees other possibilities for learning, wants to pursue other subjects, or has problems that are never addressed by the course content, the school, or test objectives? Since the fences can be very high, students may make little progress in the meeting of their needs.

Closed systems will probably create fear of authority at all levels and result in defensive systems established by all individuals. Quantities of time will have to be allotted to maintenance of the system.

Open System

The open system (Combs, et al., 1978), as opposed to the closed system, is problem centered. The fences are at least partially removed. The teacher is not the subject matter authoritarian nor does the teacher have to have all the answers. Responsibility for learning is shared by all. The teacher assists, helps, facilitates, directs, consults and gives direction to the class and course content.

Closed systems like closed fences depend on someone to take care of and manage all that is within. Open systems result in a different view of humans. Instead of seeing people as not being able to direct themselves, the open system views people as being able to think through problems and situations (Wise, 1978). When individuals are thus viewed the group becomes more equal and more democratic.

What assistance can we give?

If open systems allow more egalitarian concepts to emerge, then teaching will have to change in accordance with a more open feeling and free ideas. What help can we as teachers and schools provide or extent to assist students in climbing the fences in their school lives?

Facts can be like fences! Every subject matter has a set of facts and vocabulary that needs to be committed to memory in order to understand and function within the subject area. If the acquisition of the facts is the end of instruction in the subject area then no real learning has taken place. Learning requires a linking of new information and facts to other learning (Jones, 1987).

Unless a student can use the facts or data from nutrition, for example, in the selection of everyday meals then the facts are useless. Those facts will be forgotten and in effect the nutrition facts are a fence which the student may not be able to hurdle. Information on nutrients unless organized to make meaningful meals and used to enrich life will be lost.

Problem Solving

In problem solving situations facts which must be reorganized and used to solve a problem in a new or creative way will help students learn the facts. They will know when to use the facts, how to use them, and where to use them (Marzana, Brandt, Hughes, Jones, Presseisen, Rankin, and Suhor, 1988). In using the facts students will be creating a framework for themselves. Facts can be fences if they are isolated information. Problem solving creates situations in which facts are used. Therefore, the facts have relevance and purpose and are no longer just something to memorize. Teachers need to be willing to spend time with students in problem solving situations. This will require more class time but learning can occur at a higher level of cognition.

Thinking out loud or modeling of cognitive processes by the teacher will help students learn to place facts in a framework, and think with the facts. For example, in evaluating a meal for nutrient content, the teacher could think out loud about how to identify the nutrients in each item of the menu, the component parts of each item, and how to add up the many different nutrients from all the items. When this is accomplished the teacher then needs to go through the evaluation process of deciding if the meal was appropriate considering the nutrients, possible monetary costs of the meal, time expended, and energy required.

Another problem to be addressed concerns the adequacy of the meal. The food items in the meal need to become a part of the day's food intake. Through the out loud thinking process, possible suggestions for further food choices can be made to complete the day's requirement of nutrients for the individual. Choosing many alternatives which would fit with the given set of food items allows for the teaching of creativity.

As the facts of nutrients are used in the "out loud" thinking process, students can hear how to use them. They have a model to follow in evaluating, problem

solving, and then in creativity seeing (hearing) other possible choices and why those other choices were discarded. Creative thinkers are always searching for something that will work better, save time, energy, and money (Marzana et al., 1988). Students want to be able to face the "real" world with skills and knowledge that is "real." Thinking through a food choice problem is real and can be creative.

Inflexibility of teachers.

Another fence students encounter is the inflexibility of teachers. An example of some inflexibility is when things are always done the same way regardless of students' needs, interest, abilities or the passage of other related conditions. Other examples of inflexibility are the repeated use of certain assignments, or the use of a particular class organization because it fits with the teacher's personal routine, or using large quantities of seatwork to be completed before the end of each class period solely as a means to control students' behavior. In such situations students may not be free to learn beyond the prescribed curriculum. The fence of inflexibility and sameness may keep students from learning more than the requirements when no other opportunities are presented.

We as teachers cannot live in the student's generation. Each generation must find its own solutions and responses to current problems. As teachers we need to be able to help students learn to solve their problems. They also need to understand the causes of problems and not only see the symptoms and learn to deal with those causes. Teaching techniques need to be used which allow students freedom to identify and explore alternative strategies for solving their personal problems.

Teachers may feel that they do not have all the answers in this type of classroom situation. No one can ever know all answers to all problems but we can be willing to help search for the answers with an open mind. Students do not expect us to have answers to every question but they would welcome our willingness to open the fence to help them search for meanings and explanations.

Uncaring or Unconcerned Teacher

A third and often crucial fence can be the uncaring or unconcerned teacher as described by Gross (1989). Students tend to have many problems; however, an unobservant teacher may not be aware of them. Clues are often given by students as to feelings or states of being. Some students may be chronically late, tired, or apparently daydreaming. The concerned teacher does not reprehend before ascertaining a reason for the behavior. Nor, does the teacher cut short the student's explanation. Rather, they use probing questions or

noncommittal answers to elicit enough information to understand the problem. Teachers need to be genuinely concerned and to take the time for some action to help students to remedy their problems.

Showing interest in students may be such a little thing as always calling them by name. As the teacher calls on the student, note may be made of the person's demeanor or change of manner. After class, teachers can make passing comments that would let students know they have been noticed.

The "open door" policy on office or desk hours allows the teacher to be available to students for questions and concerns. Conveying this information to students, permits them the opportunity to choose when they will avail themselves of the service.

The concerned teacher expects all students to do their best in the class. The teacher will systematically teach and prod the students to excel at that level. They think positive and convey their positive thoughts and expectations to their students.

Concerned teachers show empathy but do not allow sympathy to rule any actions taken. Empathizing with students may help them to unload some psychological burden and to know that someone actually knows and cares. Sympathizing may result in little positive action.

Summary

Fences create closed systems which are relatively easy to manage. They also block or prevent significant use of data and hence may prevent learning.

Only when fences are removed or gates are opened can true learning occur. Students are not objects to be managed but people who can think creatively, solve problems in ways another person may not have thought possible. By our actions as teachers we need to free students to learn all they are capable of learning—to achieve more of their innate potential.

References

- Combs, A. W., Avila, D. S., & Purkey, W. E. (1978). *Helping relationships*. Boston: Allyn and Bacon, Inc.
- Gross, J. L. (1989). A support group for pushouts: Helping motivated students who lack adult care. *Kappa Delta Pi Record*, 25,(1), 5-8.
- Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. (Eds.). (1987). *Strategic teaching and learning: Cognitive instruction in the content areas*. Alexandria, VA: ASCD.
- Lindquist, M. M. (1987). Strategic teaching in mathematics. In Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. (Eds.) *Strategic teaching and*

learning: Cognitive instruction in the content areas. Alexandria, VA: ASCD.

Marzana, R. J., Brandt, R. S., Hughes, C. S., Jones, B. F., Presseisen, B. Z., Rankin, S. C., & Suhor, C. (1988). *Dimensions of thinking: A framework for curriculum and instruction*. Alexandria, VA: ASCD.

Wise, A. E. (1988). Legislated learning revisited. *Phi Delta Kappan*, 69(5), 328-333. •••

(Continued from page 171.)

Smith, J. B. (1988). Reconceptualizing the home economics curriculum. In *Content of the Curriculum, 1988 ASCD yearbook*. Association for Supervision and Curriculum Development.

Wisconsin Department of Public Instruction. (1987). A guide to curriculum planning in home economics. Bulletin No. 7170, Madison, WI" Wisconsin Department of Public Instruction. •••

(Continued from page 177.)

Which perspective(s) will you choose to teach home economics content and why?

We feel that each of the perspectives has value in the teaching of home economics content. It is important that teachers are aware that there are a variety of perspectives from which to choose. A conscious decision should be made about which perspective to use based on the content being taught and the needs of the students.

If the goal of home economics education is to produce rational thinkers capable of finding solutions to the complex problems that families face today, then we must be committed to helping students attain the knowledge to achieve this goal. Only through a variety of learning approaches and perspectives can this be achieved. We can not stop with the technical or even the cognitive process perspective. In a family centered home economics program a critical perspective is essential to help prepare students to face the complex problems of families.

References

- Eisner, E.W. (1985). *The educational imagination* (pp. 61-85). New York: Macmillan.
- Joyce, B., & Weil, M. (1980). *Models of teaching* (pp.47-60). Englewood Cliffs, NJ: Prentice-Hall.
- Paul, R.W. (1984). Critical thinking: Fundamental to education for a free society. *Educational Leadership*. •••

The Effects of Competitive Awards on Self-Esteem

Karen DeBord
Extension Specialist
Rural Child Care
Virginia Polytechnic Institute
and State University
Blacksburg, VA

Self-esteem and self-worth are terms familiar to most adults involved in programs dealing with youth and their educational development. Activities are planned to build esteem, leaders and teachers are trained to handle developmental stages, and parents are asked to support their children by attending special activities and events.

Are parents and adult leaders of youth really aware of the impact of planned adolescent and teen activities? Is healthy emotional and social growth occurring by participation in community and club activities? What happens to a child's self-esteem when the gained reinforcement is perceived to be negative? What differences in self-esteem are perceived when the participation is competitive? In order to answer some of these questions, this study was designed to assess the relationship between self-esteem and the awards received in 4-H club competitive events.

One prominent researcher of the self system, Susan Harter (1983), explains **self-esteem** as an implied self-acceptance, self-respect, and feelings of self-worth. Harter (1983) indicates that rewards can serve several functions; providing information to the individual about which behaviors are important to perform, eliciting responses about the success or failure of particular behaviors and, in the motivational dimension, as **incentives** to participate in repeated behavior anticipating subsequent rewards.

Since rewards are often used for reinforcement, one of the important considerations concerns the negative motivational effects of rewarding performance behaviors. Lepper (1982) provided a research base for a variety of studies indicating that children who are initially spontaneously interested in an activity may lose interest if they are rewarded for it. The reward tends to undermine motivation due in part to the external control and manipulation which the reward presents. The expectation of external evaluation will re-

duce children's interest in activities. A similar reversal has been observed when pressure is applied NOT to engage in a certain activity. Strong threats cause more deviation to the forbidden.

The ultimate key to reward and reinforcement is to have a child be pleased or displeased with themselves through self-evaluation in the absence of any external control. Until children are at a stage where they can take another's perspective and recognize the significance of other's evaluation, there is difficulty in shaping their self-evaluation. This is referred to as social comparison and emerges around the age of 8 years. Early interests in social comparison is a concern with one's fair share and equal treatment (Ruble, Boggiano, Feldman & Loebel, 1980).

Youth Activities and Awards

Our country has many organized youth clubs, associations and opportunities to interact and receive recognition. Team sports, scouting, 4-H, church, neighborhood peers, school clubs, band, choir and others provide some of the youth opportunities. The 4-H youth organization, which provides the sample for this study, is a youth organization which has many aspects and opportunities for reward.

In reviewing the effect of reward on participation, one study (Hartley, 1983), found that the completion of a 4-H project and receiving a ribbon was directly associated with re-enrollment. According to Risdon (1988), recognition is positive reinforcement of self-worth and is not necessarily synonymous with competition. The type of competition that exists in the 4-H program is "soft competition" or low-pressure. Since participation is voluntary, there is an element of choice involved. It is not readily understood the reasons for choosing to participate, whether to win, to learn, to please a parent or leader or perhaps to please self.

Competitive events are used as a means of bringing youth together for fellowship. Risdon (1989) cites Weber and McCullers (1986) who explain that in one survey, only 1.8 percent of the youth surveyed mentioned winning awards or blue ribbons as an attractive feature of the 4-H program.

The research question, in this mini study was: Is there a difference in self-esteem score before a competitive 4-H event and after receiving the earned award after the competition?

Sample

Five rural counties in southwest Virginia were selected as a convenient sample. Focus was given to 4-H members who were planning to attend a District Contest Day. Extension agents agreed to assist by collecting data with these members.

Procedure

The Self-Perception Profile for Children (Harter, 1985) was selected to measure self-esteem because it provides a differentiated picture of the self-concept by looking at adequacy in different domains. The subscales include Scholastic Competence, Social Acceptance, Athletic Competence, Physical Appearance, Job Competence, Romantic Appeal, Conduct/Morality, Close Friendship and Global Self-Worth. The instrument also incorporates several facets of the child's self-esteem instead of giving only a singular score.

The Harter Scale was administered three weeks prior to the 4-H contest competition. Just following competition, the scale was again administered to allow a comparison of esteem before the competition and just following awards with notation given to the ribbon award color.

Analysis

Differences in scores for global self-worth for the group were compared using a t-test, then emphasis was given to reviewing the ribbon color for a correlation of ribbon color and esteem subscales for individuals.

Particular subtests of interest which were reviewed for self-esteem correlations were social acceptance, scholastic competence and job competence.

Results

Representatives from four counties submitted 16 useable instruments before competition and after awards. Of the sixteen, thirteen received blue ribbons (highest award), two red ribbons and one white ribbon. Group means and correlations were run to assess the strength of the relationship between before and after scores for the group.

Correlations

The results of the correlation emphasize the strength of the instrument and also seem to imply that overall self-esteem was not greatly affected by the competitive nature of the activity in which they had just taken part (self-worth before and self-worth after $r=.84$). The highest correlations were between the same traits over time. Correlations for before and after scores for appearance, athletic competence, job competence, friendship and conduct/morality were .84, .66, .79, .82, and .50 respectively.

Interestingly high correlations occur in several other domains differing between time one and time two. The scholastic competence factor rises slightly from .78 to .84, while the correlations between athletic, appearance and friendship factors drop as well as the overall self-worth factor. With an understanding that teens are in an identity stage at this age, often finding their identity in friends, through athletics, vocations or appearance, these scores make sense.

Harter (1983) in her standardization of the instrument noted a cluster in the intercorrelations between social acceptance, romantic appeal and physical appearance. This infers physical attraction may lead to greater acceptance or popularity among peers while scholastic competence is less related to acceptance, friendship and romantic appeal. It appears that school achievement is less relevant to popularity and peer status after adolescence, particularly. Harter (1983) also noted the highest correlations between self-worth and physical appearance and less relation between athletic competence and job competence. These findings are echoed through this mini study. Additionally, this study revealed a rather high correlation between self-worth and scholastic achievement, perhaps due to the nature of the competitive performance.

The group means were similar for the two groups with the greatest decline noted between the conduct and friendship factors as well as overall self-worth. Overall self-worth before mean=15.1 and after mean = 13.6. The means for conduct before was 15.9 and after was 14.4. And the mean for close friendship was affected with the mean of 17.5 before and 16.1 after competition.

Discussion

These results do not seem to totally attribute lack of self-esteem to the competitive event of the 4-H contest day. With the small sample, however, care should be taken in generalizing these results to the entire population of either 4-H or youth. A replication of this study under stricter standards is currently underway with a larger sample.

Several factors could explain the rather level sense of self-esteem exhibited. First, the environment appeared relaxed on the contest day and the quality of support by leaders given to the youth during this event was evident. Members had made a choice not only to voluntarily enroll in 4-H, but further, to take part or not in this competitive activity. Choice raises motivation level and ultimately is relative to self-esteem.

In suggesting techniques to enhance competitive youth events, using arguments based on studies by Dweck and Elliott (1983), there are several critical

factors for consideration when planning an appropriate learning environments as opposed to competitive stressful events for youth.

Whatever the motivation for participation, the combination of challenge, mastery and curiosity form the force which drives one towards a goal. The allowance of choice and a sense of self-control provide motivation for persistence with a task.

A "learning" goal increases competence, to master new skills or understand something new, while a performance goal is a child's expected level of performance relative to their own standards. Performance goals deal with obtaining favorable judgements of one's competence and avoidance of unfavorable judgements. Errors indicate failures and teachers are viewed as judges and rewarders or punishers who emphasize ability as opposed to effort (Dweck & Elliott, 1983). Performance goals have been most common in competitive youth events.

Goal expectancies change and are revised often as the time to perform draws closer. New concerns may undermine or strengthen the child's confidence. There is an ongoing revision of expectancies which is important in maintaining goals.

How to incorporate non-competitive functions in programming

Teachers, leaders and parents have the vast responsibility of planning effective learning activities for youth such that participants have a positive experience which will motivate them to further learning and participation. Unknowingly, caring professionals and parents often set up stressful situations which defeat the original purpose by simply not being aware of the developmental level of youngsters and the factors involved in motivation and goal setting.

In suggesting techniques to enhance youth competitions through 4-H, vocational education contests, FHA, FFA, church, sports or any youth organization, it is important to remember that through the eyes of an adolescent or teen, certain situations appear to be directed and happening due to fate or bad luck. Competitive teenagers seem to identify themselves with their goals. Good performance means being a good person. Some competition is so stressful, dishonesty and self-punishment may come into play, which are indications of low self-esteem.

Central to positive self-esteem is the **adult-child interaction**. Interaction with children is a great determinant in the child's perceptions of learning. When an adult focuses on learning goals, the interaction is more as a resource and guide than a judge; thus stressing the process more than the outcome. Subsequent reactions to errors will then be perceived as natural and useful rather than an indication of failure. Stress is

placed on efforts and personal standards, not in comparison to a group, while achievement is stimulated intrinsically, emphasizing the value of the effort, versus an extrinsic means of placing judgement on the ability.

Additionally, a **supportive environment** creates more acceptance of participation. Under nonthreatening conditions, most youth function effectively. As the situation becomes more evaluative, highly anxious individuals are overcome, feeling threatened rather than challenged. When negative outcomes are experienced, learned helplessness may be displayed.

Choice plays a very important part throughout lives of people from early childhood through adulthood. Personal choice allows people to feel in control. Through **exercising choice** and formulating a **realistic task plan**, participants may appropriately estimate the difficulty of unfamiliar tasks. Over estimation of ability tends to engage the child in overoptimism. Youth oriented towards a goal of avoiding looking bad may be particularly interested in making rapid decisions in order to devise ways to avoid negative judgements. Choosing tasks of intermediate difficulty has been seen as the center of achievement-producing motivational tendencies. Standards set should be personal and flexible rather than normative/competitive.

Promoting choice allows the student to persist after experiencing failures and increases performance in the long run. "A child afraid of failing never learns to learn" in a healthy manner which will intrinsically motivate him/her throughout life (Rogers, 1989).

The use of a **self-reward** system may be considered. Students may apply their own standards to self-reward through modeling. Selection of one's own performance level often leads an individual to set a more difficult set of standards than would have been set otherwise. This situation sets up a conflict between maximizing material rewards and the tendency to negatively evaluate worth or self-esteem if one opts to reward devalued behavior. More practically, competitors might have the opportunity to select their own award according to self-selected standards or stop by a ribbon table to receive narrative written reports of performance and self select the ribbon which was appropriate for performance level. Follow-up to a competitive event may occur when score sheets are mailed back to participants. A narrative form allows the member to internalize the comments and build on these for subsequent participation.

Success is defined in terms of a continuing process of which errors are an integral part. Anxiety, interest and self-control all may be factors which individuals will define as areas of control in personal develop-

ment. Failures cause anxiety and depress motivation. The initial stages of performance should be viewed as a learning process such that personal standards are set, and one challenges his or her own abilities rather than measuring performance in comparison to others. Once children are able to internalize their personal standards and performance goals, the basis for future actions and continuing motivation is formed.

Summary of Recommendations

- A non-threatening environment should be arranged to allow for maximally enjoyed learning to occur.
- Guidance should be given in planning and choosing activities to encourage realistic choices.
- Movement to an intrinsically rewarding system from an extrinsically rewarding system is not easy and will take time to enable the adults to react appropriately towards attempts.
- Words such as contest, competition and judges could be reselected.
- Reward efforts and mastery attempts, as opposed to group norms.
- The focus should be learning, not performance and success.
- Feedback may be provided narratively with positive and constructive comments.
- Encouragement of collaborative projects (teams) versus competition would assist the child in upholding individual esteem.
- Consideration could be given to a self-reward system.

References:

- Coopersmith, S. (1967). *The Antecedents of self-esteem*. San Francisco: Freeman.
- Dweck, C.S., & E. S. Elliott, (1983). Achievement motivation. In E.M. Hetherington's *Child Psychology* (4th edition). Paul H. Mussen (Ed.). New York: John Wiley and Sons.
- Harter, S. (1983). Developmental perspectives on the self-system in E.M. Hetherington's *Child Psychology*, Paul H. Mussen (Ed.). New York: John Wiley and Sons.
- Hartley, R.S. (1983). Keeping 4-H members. *Journal of Extension*, 22 (4) 19-23.
- Lepper, M.R. (1982). Social control processes, attributions of motivation and the internalization of social values. In E.T. Higgins, D.N. Ruble & W.W. Hartup (Eds.). *Social Cognition and Social Behavior: Developmental Perspectives*. Cambridge, England: Cambridge University Press.

- Maccoby, E.E., & Martin, J.A. (1983). Socialization in the context of the family: parent-child interaction. In E. M. Hetherington's *Child Psychology* (4th Edition). Paul H. Mussen (Ed.). New York: John Wiley and Sons.
- Risdon, P. (1989). Is the 4-H Program too Competitive? *Virginia 4-H Information Letter*, January 1989.
- Rogers, C. (1989). Class lecture. Virginia Tech: Blacksburg.
- Ruble D., Boggiano A., Feldman N., & Loebl J. (1980). Developmental analysis of the role of social comparison in self-evaluation. *Developmental Psychology*, 16, 105-11.
- Weber, J. A., & McCullers, J.C. (1986). The blue ribbon: An American way of life. *Journal of Extension*, 24 (4). p. 20-23. •••

(Continued from page 173.)

edges taken off each question about how and what to teach. Each basic understanding and each curriculum approach has been carefully examined. Getting to the "Real" curriculum takes time, and there may be some discomfort as we struggle with the many questions or issues that arise. The reality is that we never get there because curriculum development is a continuous process. The Real curriculum is not a goal we reach and then relax. It is on-going and constantly alive with challenges to re-examine in relation to new knowledge and understandings.

References

- Blankenship, M. L., & Moerchen, B. D. (1979) *Home economics education*. Boston: Houghton Mifflin Co., p. 269.
- Brown, M., & Paolucci, B. (1987). Home economics: A definition, as quoted in *Forecast*, November/December, p. 14.
- Journal of Vocational Home Economics Education*, (Fall, 1986). Vol. 4, No. 2.
- Williams, M. (1986). *The velveteen rabbit*. NY: Crown Publishers. •••

External Networking: The Untapped Resource

Laurie A. Stenberg
Assistant Professor
School of Home Economics
University of Idaho
Moscow, Idaho

and

Jack Elliot
Assistant Professor
Department of Agricultural and
Extension Education
Michigan State University
East Lansing, Michigan

The importance of internal networking is conveyed throughout home economists' professional preparation. Networking with peers, we are told, will help us land a job and empower future career growth. Most often the emphasis is on one's professional development. Experienced professionals assume, and purport to emerging professionals, that networking is internal. Internal networking with other home economists is encouraged by means of professional organization membership, conference attendance, and committee service, to name a few.

Often throughout professional preparation, little, if any, value is placed on external networking. Home economists are seldom encouraged to affiliate or collaborate with professionals from other disciplines, organizations, or agencies. Subtle messages received include, "I'm too busy," or "it's too much of an effort." Consequently, while home economists function in a dynamic, ever-changing society, many tend to network in an isolated vacuum. Why is this? Lack of awareness? Lack of priority due to an egocentric goal of one's professional growth? And more importantly, what is happening to the profession and emerging professionals when its members instill such values and model such behavior?

Clearly, the home economics profession needs to examine more closely the role of external networking in professional development and growth of the profession. The objectives of this paper are to 1) present a conceptualization of external collegial networking, and 2) discuss benefits of external networks to the

home economics profession, other professions, and individuals, families and society.

Conceptualizing A Collegial Model of External Networking

A conceptualization of collegial external networking includes flexible and mutually interdependent patterns of training, information sharing, and support (Swoboda & Millar, 1986). Networking, in contrast to other types of professional development relationships (e.g. mentoring), is less intense and entails less commitment. Whereas mentoring and sponsoring relationships are selective, networking is available to all. While networking will not move an individual up the career ladder as quickly as will mentoring, it also carries fewer risks (Swoboda & Millar, 1986). Furthermore, one of the greatest virtues of networking is the degree to which it fosters self-reliance. Rather than relying upon one individual, networking instills collegial interdependence. Having no one in particular, but many to depend upon in general, one is not tempted to become overly dependent. Networkers are perceived as professionals who achieve their goals on the strength of collegiality and proven merit. Pancrazio and Gray (1982) argue for "collegial networking": "The collegial model is based on affiliation rather than competitiveness or individualism. It incorporates those very positive characteristics . . . such as nurturance, sharing, and helping" (p. 17).

Effective external networks reach out beyond the safe confinement of one's own specialization to include the best people possible rather than the most homogeneous grouping (Keele & DeLaMare-Schaefer, 1984). This includes seeking out networkers who are of either gender, at the hub of various networks, and who represent both supportive peer groups and established leaders or power holders. Development of a network based on the strengths of individuals also improves the power of the network. Finally, a collegial model of external networking involves reciprocity: members of the network are involved in helping each other excel.

Benefits of External Networking

The benefits which can be realized through external networking are many. Certainly external networks benefit professional career development. Networks which include professionals from related disciplines,

community individuals, and political leaders can enhance a professional's perspective, knowledge and resource base. The recommendations, advice, sponsoring, and moral support that one can gain through networking can enhance career development (Green, 1982).

Rarely does one hear networking praised for what it can do in a wider context. Many fail to consider the more illusive, but vital long-term effects to the home economics profession, other professions, and society that networking will produce.

Benefits to the Home Economics Profession

External networking can contribute many benefits to the home economics profession. Two are especially important—growth of the profession, and improved, less stereotyped views of home economics. Today, unlike past decades, home economics functions in a complex and sophisticated society with highly specialized fields of expertise. Professions, in order to survive and grow, must cooperate, coordinate, and communicate—internally and externally. We also live in an era when home economics is devalued by many due to a fixed, conventional perception of the profession. This stereotype restricts individuality as a profession and critical analyses of the profession's contributions. While efforts to dispel this stereotype must occur internally, correction of this misconception can result form strategies such as external networking. Growth of the profession and improved, less stereotyped views of home economics can occur as external networks increase and grow stronger.

Simultaneously, other benefits that can occur emanate from external networking include improvements in the quality of teaching and research. Networks can help us achieve integrated, interdisciplinary class offerings with larger class enrollments, and improved reputations, and increasingly sophisticated research supported by expanded funding sources.

Teaching

As financial resources for education continue to decline, more efficient ways of instruction must occur. One way to increase class size and decrease repetitive course offerings in post-secondary education is to cross-list courses for two or more majors. For example, home economics and agriculture education could offer joint courses ranging from youth leadership development to adult education. Students would benefit as broader perspectives and additional expertise were added. Furthermore, the establishment of a model for future cooperative efforts in the workforce would encourage continued interaction of professionals from various disciplines. Through insights gained from related dis-

ciplines, the profession would benefit as these insights were put to constructive use.

Secondary home economics programs could follow this model by networking and co-instructing classes with science, sociology, and psychology (Smith & Hausafus, 1988). A marriage and family class from a sociology (macro) and home economics (micro) perspective or a food science class from a chemistry (science) and nutrition/food preparation (home economics) perspective represent innovative ways to benefit from external networking. Other outcomes also may result, such as full or partial credit as a general education requirement or increased reputation as an "academic class."

Conversing with colleagues about teaching has the potential to improve pedagogy. Colleagues could be better teachers if they conversed with each other about teaching practices and reasons supporting those practices. Through discussion many educators have identified innovative answers to tough instructional dilemmas. The circumstances that make teaching troublesome are not unique to institutions, disciplines or individuals (Fox, 1983). Research by Gaff and Morstain (1978) revealed that few colleagues talk to each other about teaching. They surveyed 1,680 faculty from 14 institutions, 42 percent said that they had never, during their entire career, talked with anyone in detail about teaching. Specifically, they had never experienced anyone who offered assistance in clarifying course objectives, devising effective student evaluation, or developing a more effective approach for certain kinds of students. Only 25 percent said that discussion on these topics had taken place more than once (Gaff & Morstain, 1978). Many different activities between colleagues provide the potential to improve teaching. External networking can result in informal, open-ended, loosely structured conversations between educators from all disciplines and serves as one strategy to address wide-ranging topics centered around effective teaching.

Home economists may feel isolated in their work environment in instances where schools, extension offices, and businesses employ only one home economist. Low motivation, lack of support, and stagnant thinking often result. External networking has the potential to alleviate some of these stresses and burnout feelings. Through cooperative efforts with other professionals from related disciplines, support, motivation and new ideas can be generated, some cases to an even greater extent than from fellow home economists.

Research

Networking with professionals from related disciplines can result in cross-disciplinary research ef-

forts. For example, in the family relations area classical and scholarly work has resulted from joint research efforts with psychology and sociology. Other areas of home economics can emulate this model to continue to achieve quality conceptualization and methodology within research.

As the Hatch Act celebrates its 100th anniversary, home economics and agriculture remain conceptually and historically linked, as well as based on commonality of purpose (Hefferan, Heltsley & Davis, 1987). Even though numerous situations exist where agriculture and home economics could jointly address the practical problems of people, few take advantage of this opportunity. The most probable reason is due to lack of external networking and cooperation. In reality, networking with agriculturists may open doors to cross-disciplinary research ranging from international trade and use of products, to technological advances affecting agriculture and individuals.

Expanded funding sources and collaborative proposal writing are additional advantages. An analyses of current requests for proposals indicates a growing trend toward funding cross-disciplinary research. A recent request for proposals at a land grant institution reads, "higher priority will be given to cross-disciplinary research; the council particularly encourages proposals in this category." Other major research foundations such as the Spencer, Kellogg and Rockefeller Foundations have similar statements in their research grants competition announcements. Agriculture Experiment Stations continue to move in this direction as an increasing number of grants are funded in regional and cross-disciplinary research areas. While expanded funding attracts researchers, so, too, does the experience of learning from someone with expertise in areas which differ from one's own.

Benefits to Other Professions

It is human nature to take action if, ultimately, this action will benefit oneself. Yet, as a helping profession whose mission is to serve individuals and families, action such as external networking should be viewed altruistically as well as egocentrically. From an altruistic viewpoint, external networking can benefit other professions, particularly other applied disciplines and helping professions.

External networking can enlighten other professions by relaying new knowledge of individuals and families. Consequently, each profession can more adequately address its problems. One of the most notable examples of external networking has occurred between the medical profession and nutrition. Today the medical profession increasingly looks to registered dietitians as sources of accurate and current information concerning eating habits, nutrients, special diets,

etc. This illustrates that while external networking can enhance one's own profession, it can also enhance other professions through shared knowledge which may impact some aspect of their work.

This perspective may present a concern among home economists. Will the sharing of knowledge with other professions threaten the position of home economics as a unique discipline? Brown and Paolucci (1979) proposed a mission of home economics as enabling individuals and families to build and maintain systems of action which lead to self-formation and enlightened, cooperative participation in setting and attaining social goals (Brown & Paolucci, 1979). While other helping professions may have missions serving the family, home economics distinguishes itself from these professions by the nature and focus of problems with which it deals. The mission of home economics is unique. Unlike other professions, it deals with families' persistent practical problems in light of individual developmental changes, family history, and with concerns for self-formation. Networking with other professions can enable us to serve more adequately; it should not threaten the unique perspective which home economics offers.

Benefits to Individuals, Families, and Society

Perhaps the most important benefits of external networking are those which individuals, families, and society as a whole receive. Through cooperative efforts with professionals from related disciplines, an integrated, holistic approach is employed. The end result is more plausible solutions or alternatives which take into account the complexity of one's life, rather than an isolated, highly specialized approach with only one aspect in mind. Ultimately, a cross-disciplinary, integrated approach views issues and problems from a wider context which is more relevant to contemporary society. In addition, this approach is cost efficient as it can greatly reduce redundancy, and can be more successful due to a wider base of support and expertise. One such example is the integrated, cross-discipline approach which has recently been taken to treat individuals suffering from eating disorders. By addressing nutritional, psychological, self-image, and relationship issues as interrelated and have impact on one another, professionals can develop treatment which accounts for multiple aspects rather than just one. The end result is a treatment plan which is highly effective, because it addresses the complexity of this issue (Neuman & Halvorson, 1983).

(Continued on page 190.)

Caring...A Permanent Possession For Teaching: A Phenomena Shared Through Story

Marian White-Hood
Vice Principal
Benjamin Tasker Middle School
Bowie, MD

Great lessons are learned
usually in simple and
everyday ways...
What I remember is the lesson
of friendship...
that is a permanent possession.
- Pearl S. Buck*

As I think about the power of lessons, I migrate to those more revealing "of me" -- lessons for those entrusted to me within the confines of my home economics classroom. These lessons are now stories for me to revisit and share. I recall my middle school students -- the heart and lifeblood of my existence as home economics teacher. Our encounters and times together... stories in living, loving, and caring, friendship, and being. These stories, I will never forget for they have become the plasma of my pedagogy.

Following Nel Noddings' work, (1984) *Caring: A Feminine Approach to Ethics and Moral Education*, I shall refer to the students that I teach as the "cared-for" and to myself as the "one-caring." As the one-caring, I am in tune with a number of themes that are embedded in my personal way of being for my students. I stand as mentor, friend, advocate, believer, giver, and receiver. Pedagogy flushes out my concerns for the age group and arouses my desires to create, stimulate, and intrigue their adolescent minds.

The ones cared-for collectively present themselves to me through dress, language, tone, actions, emotions, and needs. They stand powerfully robust -- deeply committed to the adolescent world, full of answers to questions unasked, bound by youth mores, values, and beliefs. These students enter my world of caring -- the classroom where lessons become stories and friendship becomes a major theme.

Drawing from stories, I share a few prefatory notes. First, my philosophy of teaching is one that

Pearl S. Buck. (1982). Cited in Susan Polis Schutz, *A friend forever* p. 59. Boulder, Colorado: Blue Mountain Press.

nurtures reciprocity. Benefits are mutually yielded and enjoyed because all who enter the educative process commit to family notions of giving and receiving. I believe that we educate each other, developing and cultivating physical, intellectual, aesthetic, and moral faculties; show caring; provide opportunities to think, collaborate, and gain new knowledge; build ties and bonds of permanence; involve others in experience.

Second, I view teaching and learning in middle school as a kind of co-inheritance. We, members of the classroom community inherit together, all that has come before us. Our blended experiences flow through a "sieve of relevance," concealing the learning environment we cohabit. As we prepare the learning environment for our work together, we neatly store the products of the sieve for future reflection and action. Further, relationships are suppliant within the teaching-learning environment. Always stretching, bending, pulling, blending, and bearing, interrelated strands provide a foundation for the lessons and stories that emerge within the classroom.

Turning to my library of treasures -- the stories that are most dear -- I am called to the story of Johnny. Just two years ago, Johnny was a struggling adolescent deeply rooted in those cared-for. I marveled at his desire to be one yet the same -- robust, powerful, active, accepted, yet independent. Despite his tender nature, Johnny frantically sought the guise needed to belong to/with the group -- ones cared-for. That is, interactions between Johnny and the one caring were always warm and friendly. Yet, with classmates Johnny found comfort with language, actions, and feelings that were distant and often intimidating.

Once Johnny and his mom visited me after school. She told of her son's love for the class, offered her support, and volunteered to work with students in home economics. Johnny smiled a proud sort of way. Then we talked about activities that would motivate the other students, then focused on Johnny's wants, talents, and interests.

Johnny loved to dance, although dancing was not one of his best points. He struggled to fit in with his peers. He didn't have the moves, the rhythm, the steps. Johnny loved to write, tell stories, and role play. His idol was Jim, one of the more popular figures in the eighth grade. Johnny tried to walk like Jim; pose like Jim; talk like Jim and even think like Jim. It

is important to note that "Jim" ways were hard to mirror, but Johnny was determined to become his own idol and friend.

The Johnny that only Johnny could be was more subdued. He was a warm, caring, inquisitive, trusting person. This "Johnny," mom and I both knew and loved. We cared about the other Johnny too, but realized that he was a misrepresentation of a fragile image.

Johnny went to high school but returned to visit me to see if I was still the same, still in the little home economics classroom, still teaching the unit on family, friends, special people. As we talked, he shared things about his life, mom and sister, friends, and volunteer work. Johnny was a volunteer at the firehouse and loved it.

After his visit, I felt great. Johnny had truly emerged! The caring person that I loved and admired had peeled back the layers of tenderness to share his deep respect for life and living. He followed his own personal dream—not Jim's and he was completely happy.

Then one day, while talking with a teacher, I learned that Johnny had lost both legs in an accident. The fire station had responded to an alarm. Johnny boarded the rear of the truck, his customary place. Trying to avoid a head on collision with a police car, the fire truck swayed and turned over. Johnny was pinned underneath it's back.

As I struggled to get all of the information from my colleague, tears began to run down my cheek. They were salty, then bitter. I hung up the phone; searched for other numbers to call; then talked to students that knew Johnny. The story was confirmed and I was lost in a clammy place called my mind. A student handicapped! My mind went black... then, I thought: We've studied handicaps, disabilities, and dependence/interdependence. I taught my students about hardships using the flour dolls, egg babies, and other hands-on gimmicks. We talked about diversity, difference, and acceptance. We discussed caring, personal crisis situations. So what was left?

I continued to ponder. Wait a minute! There was something very special about Johnny's class. I recalled some of the Future Homemakers of America projects that students generated -- working with senior citizens, teaching preschoolers, helping the homeless and those in need. We collected can goods and clothing, raised money for Children's Hospital, visited the sick. Students in the class walked hand-in-hand, side-by-side, together through fun and good times, personal concerns, and even my ups and downs. We shared so much, learned from each other, and developed new insights and inroads. But, was this enough? Would one of our seeds be able to survive? Were the

lessons complete? Would they stand the test of time, place, circumstance, relatedness, and living? Would the class story be a success -- a pathbreaker for others to follow?

Something devastating had occurred. Something traumatic had happened to one of them, one of us. Would learnings in home economics prevail? Would I be able to face Johnny? His mom? The accident was three weeks old, now. Why hadn't I been called? Had my relationship with Johnny changed?

As questions continued in my mind, I began to sink into an endless pit of anxiety, frustration, and wonder. I picked up the phone and called the hospital. The operator connected me to Johnny's room. The phone rang and rang and rang. I thought, perhaps he's in x-ray or something. Then I quickly hung the phone up.

Days went by and I was finally able to share the story with friends. I thought about calling Johnny again, but couldn't. I placed the number carefully between two pages of Nel Noddings (1984) book. I didn't want to face dialing those seven cold digits (of pain and anger.)

The next day, I returned to Nel's (1984) book. My eyes found words of comfort. It was alright to cry, to be concerned, to care. Teachers had feelings, too. In the pedagogical classroom, there is a tremendous amount of disclosure. The teacher and student mirror love and respect for each other as they travel through the process called schooling together. Being authentic, trusting, telling, and seeing each other helps define the friendship and leads to self-efficacy and esteem.

As the one-caring I was able to focus on my actions, my fears, my anger, my reluctance, my caring. There can be no detachment from my thoughts. Those cared-for are young individuals, persons, children who befriend me. Every hour, class, time, experience, interaction, lesson with those cared-for offers a small bit—a small seed of understanding and meaning. The times we share contribute to our personal knowledge and appreciation of the human condition. The lesson we learn contribute to a story of caring and becomes a permanent possession for living.

Johnny was only one of the individuals entering the classroom and a pedagogical friendship -- a warm circle of love and respect. Often concerned about their images, independence, and the world around them, these adolescents seek refuge in each other, in significant others, in teachers they trust. They seek to voice a caring side -- a side of compassion, connectedness, and interrelatedness.

As one-caring I was left to make contact with Johnnys' family, with Johnny. I searched the phone directory, calling ten or twelve families. Finally, I reached Johnny's mom. Our conversation was quick,

short, and distant. She promised to call back—the time was not yet right.

What had helped to create the special kind of friendship between us? The understanding? The moment? Had it been the lessons learned, the experience of co-inheritance, the back and forth reciprocity? Perhaps the supple relationships that became so prolific and sustaining? As I think about these questions, about Johnny, I am reminded of the birds that eventually leave the nest. They leave with the insight, wisdom, love, and care that the one-caring bestows. They leave cared-for and this attitude, understanding, and knowledge prefaces the story they are bound to create. Only through caring are we able to say, "so long, but never good-bye"—for caring in the classroom becomes a permanent possession for each character.

References

- Buck, P. S. (1982). Cited in Susan Polis Schutz, *A friend forever*. Boulder, Colorado: Blue Mountain Press. p. 59.
- Nodding, N. (1984). *Caring: A feminine approach to ethics and moral education*. Carrboro, NC: Barclay Publishing. •••

(Continued from page 187.)

Conclusion

Networking, both internally and externally, is an essential, powerful strategy. However, a clear distinction must be made concerning internal and external networks. While internal networks primarily benefit individual professionals in their career growth, the impact of external networking goes far beyond individual professionals. Networks which reach out beyond the profession have the potential to enhance the profession as a whole, other professions, and, ultimately, society.

Like many other professions, home economics has failed to adequately convey the message of external networking to emerging professionals. Perhaps members of the profession have failed to value and convey external networking because it was never modeled to them as novice professionals. Beliefs and behaviors are difficult to adopt when there are no role models. Yet, realizing this void in the profession's practice, there must now exist a deliberate effort to encourage and model external networking to emerging professionals. One of the best times to disclose this empowerment tactic is during professional preparation and socialization into the profession. By modeling exter-

nal networking, and educating home economists on inherent benefits, the home economics profession will dispel the current egocentric ideology and begin to reap the numerous benefits which external networking can yield.

REFERENCES

- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. Washington, D.C.: The American Home Economics Association.
- Fox, D. (1983, Fall). Personal theories of teaching. *Studies in Higher Education*, 8, 151-163.
- Gaff, J., & Morstain, B. (1978, Fall). Evaluating the outcomes. *New Directions for Higher Education*, 24, 73-83.
- Green, M. F. (1982, Fall). A Washington perspective on women and networking: The power and the pitfalls. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 46, 17-21.
- Hefferan, C., Heltsley, M. E., & Davis, E. Y. (1987, Summer). Agricultural experiment station research in home economics celebrates 100th anniversary. *Journal of Home Economics*, 79, 41-44.
- Keele, R. L., & DeLaMare-Schaefer, M. (1984, Spring). So what do you do now that you didn't have a mentor? *Journal of the National Association of Women Deans, Administrators, and Counselors*, 47, 36-40.
- Neuman, P. A., & Halvorson, P. A. (1983). *Anorexia nervosa and bulimia: A handbook for counselors and therapists*. New York: Van Nostrand Reinhold Co., Inc.
- Pancrazio, S. B., & Gray, R. G. (1982, Spring). Networking for professional women: A collegial model. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 45, 16-19.
- Smith, F. M., & Hausafus, C. O. (1988, September). Science and home economics: New partners in Iowa. *Vocational Education Journal*, 63, 20-
- Swoboda, M. J., & Millar, S. B. (1986, Fall). Networking-mentoring: Career strategy of women in academic administration. *Journal of the National Association of Women Deans, Administrators, and Counselors*, 50, 8-12. •••

When was the last time your own possibilities gave you goosepimples?

Managing Experiences with Children in High School Parenting/Child Development Classes

Verna Hildebrand
Professor of Family and Child Ecology
College of Human Ecology

and

Rebecca Peña Hines
Assistant Director of Child Care Center
University of Texas Medical Center-Houston



Rebecca Peña Hines—Verna Hildebrand

The experience of being involved in a guided learning experience with a lively group of pre-kindergarten children can help your high school youth gain needed and more realistic perspectives on the rigors and responsibilities of parenthood. As home economics teachers it is desirable to create opportunities to involve teen students with young children in order that the teens learn the behaviors and feelings one experiences in quality interactions with children. Such experiences with children can be appropriate in classes in foods and nutrition, in home management, in family relations, in parenting education, and in child caregiver training.

The goals for students' guided learning experiences with children may range from teaching the students information and attitudes about children's development, to helping them learn to become child care assistants and better parents later on. (Sadly, the goals are for today rather than for later in life for those students who have had early pregnancies.) Goals may focus on what children like to eat and what they should eat. Or, goals can focus on learning about children's books, how to read stories to children, and many other things that future parents need to know.

Where and how much experience the youth are given depends on the facilities available and the amount of time the teacher fits into the class schedule. The challenge for the teacher is to move ahead to

figure out how to provide this one-to-one experience with children for the high school youth, rather than lamenting that there is no way to provide such first hand experience.

Many details have to be worked out when a decision is made to provide such a guided experience with children. Five major managerial processes are required: Planning, Organizing, Staffing, Leading, and Monitoring (Hildebrand, 1990). Each process will be discussed briefly.

Planning.

Planning is done prior to action. Plans are made with pencil and pad in hand. There are many details to be written down and worked out before a group of high school students are ready to work with children. There are many particulars to understand. It is recommended that literature on early childhood programs be read before deciding just what type of program to develop. Detailed plans need to be made before the idea is discussed with the school administrators. The plan may need action by the Board of Education.

Community people and members of the Board of Education, like most people across the country, are probably highly concerned about the teen problems of today. A plan for a course or courses to help youth gain a sense of the rigors and responsibilities of parenthood through learning about and helping care for children may be well received. To lay the groundwork for support, start first by reviewing your plans with your own advisory committee. If you do not have an advisory committee—organize one. It can be a valuable asset.

Advisory Committee. Carefully select the advisory committee members from people whom you know that are interested in your program. Even a small three-person committee can be invaluable for giving you feedback on your plans and for supporting those plans once they are operational. Think of people from business, labor, the media, cooperative extension home economics; or, home economics alumnae, a parent of a teen student, or a social worker. The community people who serve on an advisory committee for your department can help you gain the political clout to be persuasive with the administration and the Board of Education. Committee members can be prepared to speak up for your program if funding cuts are proposed that would severely curtail it. They often can help lo-

cate cooperating programs outside the school if you can't have your own center.

Some home economics teachers spearhead cooperation between the high school and the district's kindergartens, three- and four-year old programs, and before- and after-school programs. More and more districts are starting full-day kindergartens and four-year old programs, even programs for three-year-olds. On-going programs, already paid for and sponsored by the district, seem a fertile avenue to explore for providing teenagers some practical work with children. Be sure to explore the possibilities with parents, teachers, and principals before lamenting that the logistics would be impossible. Also realize that your leadership may have long-range payoffs. For example, after your classroom emphasis has moved on to another subject, the students can still volunteer to help in the early childhood programs, thus gaining valuable work experience and career inspiration.

The before- and after-school (latch-key) programs for kindergartners and other early elementary children offer another avenue for the practical application of the child development information you wish your students to learn. The lunch room where young children eat may offer your students an opportunity to interact with children and to gain insights into children's eating habits. The playground offers still another opportunity to teach teens that appropriate motor activities are based on each child's level of development. In your community you may have family day care homes, libraries, recreation centers, and church schools groups where students could observe and work with children.

You may have to create space for young children within your classrooms. It may require pushing back the worktables as Martha Caldwell did at Cimarron High School (see inset story). Or, you may be fortunate enough in your school to have a center especially designed for your students to work with children.

Home Economics Teachers as Mentors

A few pre-kindergarten age sons and daughters of the school's faculty entered the high school home economics classrooms where the work tables had been pushed back to make room for the children to play. Colorful books, just right for these three- and four-year-old children, were invitingly displayed. Miniature housekeeping equipment filled one corner while in an adjacent area blocks, puzzles, and small trucks were ready for the children. High school students eagerly awaited the children's

arrival. The stated goal was to learn how to interact with young children.

The above classroom sounds delightfully current and modern. However, in reality this scene occurred some four decades ago and was author Hildebrand's first introduction to early childhood education when she was a vocational home economics student in Cimarron, Kansas high school. Thanks to Martha Caldwell, the home economics teacher, the students received an opportunity to practice the basic concepts of interacting with young children that were the goals of the unit. Hildebrand went on to graduate from Kansas State University in Home Economics. Her first position was that of home economics teacher. Her career has spanned four decades of teaching, research, and writing in child development and early childhood education, including 17 books. One of these books is designed especially for high school students. It is Parenting and Teaching Young Children, 1990 third edition is now available from Glencoe/McGraw-Hill.

Rebecca Peña Hines graduated in Home Economics Education from Texas Tech University. As a student assistant she helped Verna Hildebrand teach Spanish to the children at the Texas Tech Laboratory Kindergarten. Through Hildebrand's encouragement, after earning the BS degree, Hines immediately went into a MS degree program in child development and early childhood education at Washington State University. Since earning the MS, she has spent two decades as a teacher-trainer, Head Start teacher, child care director, and early childhood specialist in the Child Development Associate Program at Texas Southern University and in work with the National Academy of Early Childhood Program's center accreditation program. For many years she was one of only a very few Mexican-American early childhood specialist in the country. She is in high demand as a consultant for government and private agency programs.

Each author's background shows where a home economics teacher made a significant difference in the career path of a student.

Licensing and Accreditation

What they mean and how they differ, will be important considerations if you organize your own center, or if you are going to place students out in the

community. These measures help designate quality centers.

Licensing is required for regular half- and full-day child care programs in most states. States usually require minimum standards in children's early childhood programs. Licensing is typically administered in either a department of social services or a department of health. Check locally to learn whether a short two hour program organized on a short-term basis has to be licensed. Usually, longer-day programs, such as the vocational technical center programs that are opened on a regular full-day basis must be licensed. Laws specify requirements for space, personnel, teacher-child ratio, health procedures, and many other criteria when keeping children in centers for care and education.

Accreditation is a system designed by the National Association for the Education of Young Children for recognizing high-quality in many types of early childhood programs (Bredekamp, 1984). Accreditation is a voluntary program, and one that gives evidence of high quality to parents and the community. Accreditation gives a center's funding agency, staff and parents assurance that the operation and program of the center are of high-quality, rather than minimum quality that licensing assures.

Organizing

The organizing process comes after plans are made and approved. Organizing is the action part of making plans become realities. Herein you order and prepare the materials, equipment, supplies, and space needed. You make schedules for staff and children, you see that items needed to carry out the program are all available. You contact parents and enroll children.

Staffing

You may be the lead teacher for the children as well as the classroom teacher for your high school students. Or, you may secure another trained adult to carry out the program with the children, while you carry out the program for the students. Students will be taught to act as staff members and their future employability may be a major goal. Preparing the students for their roles with the children and giving them feedback will become the responsibility of the students' classroom teacher with the cooperation of the teacher working with the children's group where the students participate. Close staff communication is essential to balance the needs of the high school students and the needs of children. A laboratory program can be very desirable from the children's point of view because they will have more willing hands to help and guide them. However, these inexperienced hands need lots of tutoring and modeling to assure parents

that their children are receiving a high-quality early childhood experience along with being part of educational programs for high schoolers.

Leading

Your skills in leadership will be challenged as you coordinate a program for getting youth together with young children. You will be innovative as you think of new approaches and try new things. You will be reaching out to others in your school and community to make these connections between children and high schoolers happen. You will deal with the professional early childhood community who are working with accreditation and standards, with teacher training, and with parents. The contact with others interested in young children will enrich your courses for students. Participation in your professional associations gives you contact with leaders and helps improve your programs.

Monitoring

Every teacher who manages a program must serve an evaluation function, keeping the planned objectives in mind as the performance takes place. You will constantly monitor—keeping alert for the high quality program that is your goal for both children and youth. Praises follow successes, of course. However, when deviations arise, you will make corrections immediately to restore the high standards you've set for your program. Giving appropriate growth-producing feedback is essential to all—the students, the parents, the children, and the administration. Your knowledge of child development and the appropriate practice of early childhood education will be utilized to give feedback to your client groups (Hildebrand, 1990).

In conclusion, you, as a home economics teacher, can use your managerial skills to ensure a rich environment of practice for youth as they make contact with young children and learn to understand children and serve their needs. Your efforts will help strengthen future families. You have a golden opportunity for influencing the future generations through this work.

References

- Hildebrand, V. (1990). *Management of child development centers*. New York: Macmillan. p. 41-55.
- Bredekamp, S. Ed. (1984). *Accreditation criteria and procedures of the National Academy of Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children.

•••

Lifestyle Diseases: Equal Risk for Men and Women?

Rose J. Davis

Extension Food and Nutrition Specialist
and Professor of Home Economics
Clemson University Extension Service
Pee Dee Research and Education Center
Florence, SC

Adults are concerned about health and the prevention of chronic diseases, such as heart disease, cancer, and stroke. Many questions are being asked. Much has been written about the health statistics for men, but are women at equal risk for the chronic diseases? What does lifestyle have to do with the chronic diseases? Can we prevent these diseases by changing our lifestyle?

What is a lifestyle disease? In this author's opinion, a lifestyle disease would be an illness that is influenced, at least partially, by behaviors over which you have some control. Behaviors such as food choices, alcohol consumption, smoking, and physical activity would fit into this category.

The three leading causes of death in the United States, heart disease, cancer, and stroke, have been related to some of these behaviors. Listed below are some statistics that are associated with these diseases (DHHS, 1988).

Heart Disease:

- Declined, but it is still the leading cause of death in the U.S.
- 1.25 million heart attacks occur each year; two-thirds of these in men.
- Approximately 540,000 people die of heart attacks each year; 250,000 are women.
- Cost: \$49 billion annually in direct health care costs and lost productivity.

Cancer:

- More than 475,000 people died of cancer in 1987.
- During the same period, 900,000 new cases were diagnosed.
- Cost: \$72 billion annually for direct health care costs, lost productivity, and premature mortality.

Stroke:

- Occurs in 500,000 people per year.

- 150,000 deaths each year.
- Approximately 2 million Americans are living with stroke related disabilities.
- Cost: More than \$11 billion annually.

Note that for these three diseases the cost exceeds \$132 billion each year.

What about women? What is their disease profile? What health habits are influencing these diseases?

Heart Disease:

Because research on coronary heart disease has concentrated on men, less is known about the causes, prevention techniques and treatment in women. As an example, in the well known study that revealed that an aspirin every other day can reduce the risk of heart attack by almost one-half, the research was done on 22,000 physicians—all male (University of California, 1988).

Dr. William Castelli, Director of the Framingham Heart Study has stated, "Because of the myth that women don't get heart attacks, doctors may not take women's signs and symptoms seriously" (University of California, 1988, p. 1). Yet, the statistics tell us that 250,000 women die each year from heart attacks.

Other interesting data concerning women and heart disease are that the death rate in African American women is 19 percent higher than white American women. Women who have gone through menopause have twice the risk of heart attack as women who have not entered menopause (Sandmaier, 1987).

The prognosis for women after a heart attack is bleaker than for men. Women have a higher death rate within the first month after a heart attack and have a greater chance of a second heart attack (University of California, 1988).

High blood cholesterol is a major risk factor for heart disease. Over one-third of American women have cholesterol levels that put them at risk for this disease. For example, women ages 45-74 who have cholesterol levels over 240 mg/dl are more than twice as likely to develop heart disease as women with levels below 200 mg/dl (Sandmaier, 1987).

Obesity or being overweight in women is associated with heart disease, stroke, and other heart related deaths. As a woman gets older, she requires fewer calories to maintain her weight. For example, after menopause, a woman's calorie requirement is 15 percent lower than when she was in college, yet her nutrient requirement, except for iron, is the same (Sandmaier, 1987).

It is surprising that obesity is more prevalent among women below the poverty level. It is puzzling that the Hanes study (U.S. Department of Health, Education and Welfare, 1979) found that these women consumed fewer calories than women in other income groups.

Cancer:

The Department of Health and Human Services (1988) has stated that lung cancer is one of the most serious threats to a woman's health today. The final statistics will probably reveal that lung cancer deaths in women exceed those from breast cancer.

The number one cause of lung cancer in women is smoking. The number of women who smoke is increasing. Women under the age of 23 are the fastest growing group of smokers (DHHS, 1988).

Stroke:

Approximately 100,000 women die annually from strokes. The death rate for African American women is 79 percent higher than for white American women (Sandmaier, 1987).

The single most important risk factor of a stroke is high blood pressure. It is more common and more serious in African American women (Sandmaier, 1987).

The facts about these three "lifestyle diseases" are sobering. Behaviors such as smoking, weight control, physical activity and diet are some of the areas where women need to improve. These behaviors can influence the risk factors for the "lifestyle diseases" risk factors such as high blood cholesterol, high blood pressure, and obesity.

Food choices and the nutritive value of foods are now of great interest. The media bombards the public with information on these subjects. Some of the reports are factual, others fictitious. Recently, the scientific community has released reports emphasizing the importance of diet in maintaining good health.

The 1988 Surgeon General's Report on Nutrition and Health (DHHS, 1988) states that five of the ten leading causes of death in the United States have been associated with diet (heart disease, cancer, strokes, diabetes, and atherosclerosis). Three others, unintentional injuries, suicide, and chronic liver

disease and cirrhosis, have been related to alcohol consumption.

The Surgeon General's Report (DHHS, 1988) further stated that, "For two out of three adult Americans who do not smoke and do not drink excessively, one personal choice seems to influence long-term health prospects more than any other -- what we eat" (p. 1).

Many people want to know what percentage of deaths from these diseases are due to the food we eat. The National Research Council's report, "Diet and Health: Implications for Reducing Chronic Disease Risk", (National Research Council, 1989), states that because of traits that may be inherited from your family and from environmental exposures, it is not possible to give an actual percentage of deaths due to poor diets.

In 1985, the Human Nutrition Information Service initiated the Continuing Survey of Food Intakes by Individuals. The diets of women have been analyzed from the 1985 report. The following data compare women in 1950 and 1977 (Rizek & Tippet, 1989).

Compared to 1977, women are consuming:

- more skim and low-fat milk
- more carbonated soft drinks
- more mixtures that were mainly meat, poultry and fish
- more grain products
- less whole milk
- less meat (as nonmixtures)
- fewer eggs

Women's intakes for the following nutrients were below the Recommended Dietary Allowances:

- Vitamin B-6
- Folacin
- Vitamin E
- Calcium
- Iron
- Magnesium
- Zinc

The recommended intake for fat is 30 percent of calories. Low-income women consume 36 percent of their calories in fat; high-income women consume 38 percent. What is causing the high fat intake? Women are consuming more cheese, baked goods, table fats and salad dressings. Only 12 percent of the women surveyed had fat intakes below 30 percent of calories.

It is very clear that women need guidance on how to reduce fat with emphasis on getting the required nutrients!

Dietary recommendations have been released recently by the National Research Council (1989).

Combining the recommendations of several reports and citing scientifically based evidence, the following dietary recommendations have been given:

- 30 percent of calories should come from fat, 10 percent or less from saturated fat.
- Select leaner cuts of meat, trim off excess fat, remove skin from poultry, change from butter to margarine; use less oils and fat; avoid fried foods. Also select low-fat and skim milk, cheese and yogurt.
- Reduce intake of cholesterol to 300 mg per day.
- Eat five or more servings of a combination of vegetable and fruits, especially green and yellow vegetables and citrus fruits daily.
- Eat six or more servings of complex carbohydrates each day emphasizing a combination of breads, cereals and legumes. Eat whole grain cereals and breads rather than foods and drinks containing added sugars. Avoid pies, pastries and cookies.
- Maintain protein intake at moderate levels.
- Balance food intake and physical activity to maintain appropriate body weight.
- The National Research Council (1989) does not recommend alcohol consumption. For those who drink alcoholic beverages, the committee recommends limiting consumption to less than one ounce of pure alcohol in a single day. This is the equivalent of two cans of beer, two small glasses of wine, or two average cocktails. Pregnant women should avoid alcoholic beverages.
- Limit total daily intake of salt to six grams or less. Salty, highly processed, salt-preserved, and salt-pickled foods should be consumed sparingly.
- Maintain adequate calcium intake.
- Avoid taking dietary supplements in excess of the Recommended Dietary Allowances (RDA) in any one day. Vitamin/mineral supplements that exceed the RDA and other supplements, such as protein powders, single amino acids, fiber, and lecithin, not only have no known health benefits for the population but their use may be detrimental to health.

In summary, although men seem to be at higher risk for some of the lifestyle diseases, women are not immune to the consequences of poor health habits. Diet, smoking, obesity and lack of physical activity are increasing the risks for women. All of these risk factors can be improved. The literature indicates that the lifestyle diseases are influenced by these detrimental behaviors.

References

- DHHS (U.S. Department of Health and Human Services). (1988). *Women's Health: A Century of Progress and Future Challenges*. Public Health Service, News and Features from the National Institutes of Health, 88 (1):18; 20-21.
- DHHS (U.S. Department of Health and Human Services). (1988). *The Surgeon General's Report on Nutrition and Health: Summary and Recommendations*. Public Health Service, DHHS (PHS) Publication No. 88-50211, 78 pages.
- National Research Council. (1989). *Diet and Health: Implications for Reducing Chronic Disease Risk Executive Summary*. Committee on Diet and Health, Food and Nutrition Board. National Academy Press. Washington, DC: 20 pages.
- Rizek, R.L., & Tippet, K.S. (1989, January/February). *Diets of American Women in 1985*. Food and Nutrition News 61 (1):1-4.
- Sandmaier M. (1987) *The Healthy Heart Handbook for Women*. U.S. Department of Health and Human Services, Public Health Services, National Institutes of Health. NIH Publication No. 87-2720. 32 pages.
- University of California, School of Public Health. (1988). *The Female Factor*. Berkeley Wellness Letter 4 (6):1.
- University of California. (1988, April). *Aspirin: Yes, no, maybe?* Berkeley Wellness Center, 4(7):1.
- U.S. Department of Health, Education, and Welfare. (1979). Public Health Service, Dietary intake source data. United States, 1971-1974. DHEW Publication Number 79-12221. Myattsville, MD: U.S. Department of Health, Education, and Welfare, p. 1-9.
- Willis, Judith. (1984). *The Gender Gap At the Dinner Table*. U.S. Department of Health and Human Services, Public Health Services. HHS Publication No. (FDA) 84-2197, 8 pages. •••

(Continued from page 166.)

- Shor, I. (1987). *Critical teaching and everyday life*. Chicago: University of Chicago Press.
- Thomas, R.G. (1986). Alternative views of home economics: Implications for K-12 home economics curriculum. *Journal of Vocational Home Economics Education*, 4(2), 135-154.
- Vincinti, V. (1982). Toward a clearer professional identity. *Journal of Home Economics*, 74(3), 20-25.
- Wisconsin home economics guide for curriculum development grades 6-12. (1984). Madison, WI: Wisconsin Department of Public Instruction. •••

INDEX for Volume XXXIII

Compiled by Sally Rousey and Linda Simpson

Career and Vocational Education

- Paris, L. (1989). Career preparation—Programs for the work world. XXXIII (1), 29-33.

Child Care and Issues

- Warnock, M. M. (1990). School-age child care: Solution to latchkey problem. XXXIII (3), 92-93.

Child Development

- Hildebrand, V., & Hines, R. P. (1990). Managing Experiences with Children in High School Parenting/Child Development Classes. XXXIII (5), 191-193.

Curriculum Development and Issues (see also FHA-HERO)

- Anderson, E. P., & Brands, M. F. (1990). The "Real" home economics curriculum. XXXIII (5), 172-173, 184.
- Carr, C., & Greene, D. (1990). Vocational home economics today results of a national phone survey. XXXIII (3), 82-83.
- Eyre, L. (1989). Gender equity and home economics curriculum. XXXIII (1), 22-25.
- Favaro, E., & van Alstyne, A. (1989). Computers in the home: A curriculum project. XXXIII (1), 26-28.
- Hultgren, F. H. (1990). Bases for curriculum decisions in home economics: From questions to lived practice. XXXIII (5), 162-166, 196.
- Peterat, L. (1989). Home economics curriculum for Canadian schools. XXXIII (1), 18-19.

- Peterat, L., & Smith, M. G. (1989). Toward a global home economics curriculum. XXXIII (1), 34-38.

- Quilling, J., Martin, B. B., & Hartsfield, P. (1990). A process for curriculum development: Putting a system into action. XXXIII (3), 84-85.

- Reineke, R. A., & Irvine, M. A. (1990). Home economics curriculum review: A local school district's approach. XXXIII (5), 167-171, 180.

- Thomas, J. (1990). Subject communities as curricular influences: A case study. XXXIII (4), 153-157.

- Turnbull, S. G. (1989). The issue of curriculum change in clothing studies. XXXIII (2), 72-75.

- Uhlenberg, B. (1989). Strengthening single-parent families. XXXIII (2), 42-44.

Education Technology

- Favaro, E., & van Alstyne, A. (1989). Computers in the home: A curriculum project. XXXIII (1), 26-28.

Evaluation

- Cooke, B. (1990). Teaching and evaluating courses in parenthood education for adolescents. XXXIII (3), 86-88.

Extension

- Newhouse, J. K. (1989). Suggestions for extension home economists programming at congregate nutrition sites. XXXIII (2), 76-78.

Family Life Education

- Boyd, J. R. (1990). Families coping in a technological society. XXXIII (3), 110-114.

Lawhon, T. (1989). Family life: Using premarital agreements as a teaching tool. XXXIII (2), 50-53.

Mitchell, B. J. (1989). Implementation of the components needed for a teenage-parent program. XXXIII (2), 45-47.

Silliman, B. (1989). LIFESPAN: Experiential learning about family development. XXXIII (2), 48-49.

Uhlenberg, B. (1989). Strengthening single-parent families. XXXIII (2), 42-44.

Future Orientation of Home Economics

Adair, H. (1989). The best for home economics education is yet to come. XXXIII (1), 7-9.

Carr, C., & Greene, D. (1990). Vocational home economics today results of a national phone survey. XXXIII (3), 82-83.

Feather, B. L. (1990). Challenges and opportunities for teaching clothing in the 1990s. XXXIII (3), 103-105.

History and Philosophy of Home Economics Education

Adair, H. (1989). The best for home economics education is yet to come. XXXIII (1), 7-9.

Carr, C., & Greene, D. (1990). Vocational home economics today results of a national phone survey. XXXIII (3), 82-83.

Bannerman, N., Rebus, S., & Smith, A. (1989). Canadian Home Economics Association 1939-1989. XXXIII (1), 2-6.

Smith, M. G. (1989). Alice Ravenhill: International pioneer in home economics. XXXIII (1), 10-14.

White-Hood, M. (1990). Caring . . . A permanent possession for teaching: A phenomena shared through story. XXXIII (5), 188-190.

Young, W. In search of place. XXXIII (1), 15-17.

Home Economics Around the World

Bannerman, N., Rebus, S., & Smith, A. (1989). Canadian Home Economics Association 1939-1989. XXXIII (1), 2-6.

Pain, B. (1989). The education of home economics teachers in Canada. XXXIII (1), 20-21.

Paris, L. (1989). Career preparation—Programs for the work world. XXXIII (1), 29-33.

Peterat, L. (1989). Home economics curriculum for Canadian schools. XXXIII (1), 18-19.

Young, W. (1989). In search of place. XXXIII (1), 15-17.

Housing and Interior Design

Tripple, P. A., & Makela, C. J. (1990). Adaptable housing for lifelong needs. XXXIII (3), 106-109.

Wysocki, J. L. (1989). Book reviews. XXXIII (2), 80.

Human Development

(see Family Life Education, Child Development, Human Relations, Human Roles)

DeBord, K. (1990). The effects of competitive awards on self-esteem. XXXIII (5), 181-184.

Goodwin, E. F. Journey toward peak performance: A tribute to Dr. Hazel Taylor Spitze. XXXIII (3), 120.

Light, H. K. (1990). Maintaining momentum. XXXIII (3), 96-99.

Mellin, M., & Forbes, B. (1989). Building self-esteem in middle school students through home economics and industrial technology. XXXIII (2), 61-63.

Human Relations

(see Human Roles)

Eyre, L. (1989). Book reviews. XXXIII (1), 39.

Human Roles

- Eyre, L. (1989). Gender equity and home economics curriculum. XXXIII (1), 22-25.

International Education

(see **Home Economics Around the World, Comparative Home Economics Education**)

- Peterat, L., & Smith, M. G. (1989). Toward a global home economics curriculum. XXXIII (1), 34-38.

Nutrition Education

(see **Food and Nutrition Education**)

- Gubser, D., & Holt, B. A. (1989). SUPERMARKET SAFARI, Tracking down good nutrition in the grocery store. XXXIII (2), 64.

- Newhouse, J. K. (1989). Suggestions for extension home economists programming at congregate nutrition sites. XXXIII (2), 76-78.

Parenting

(see **Family Life Education, Child Development**)

- Cooke, B. (1990). Teaching and evaluating courses in parenthood education for adolescents. XXXIII (3), 86-88.

- McBride, B. A., & McBride, R. J. (1990). Rethinking the role of fathers: Meeting their needs through support programs. XXXIII (3), 89-91.

- Mitchell, B. J. (1989). Implementation of the components needed for a teenage-parent program. XXXIII (2), 45-47.

- Uhlenberg, B. (1989). Strengthening single-parent families. XXXIII (2), 42-44.

Public Relations

- Bonde, M. (1989). Marketing home economics: Let's stop assuming and start selling. XXXIII (2), 65-67.

- Stenberg, L. A., & Elliot, J. (1990). External networking: The untapped resource. XXXIII (5), 185-187, 190.

- Yahnke, S. J., Gebo, E. M., & Love, C. T. (1990). Community meetings: A tool for assessing local needs. XXXIII (3), 115-117.

Research

- Carr, C., & Greene, D. (1990). Vocational home economics today results of a national phone survey. XXXIII (3), 82-83.

Teacher Education

(see **In-Service Education, Gaming and Simulation, Teaching as a Profession**)

- Pain, B. (1989). The education of home economics teachers in Canada. XXXIII (1), 20-21.

Teaching Aids and Teaching Techniques

- Abramsen, J. (1990). Taking Charge: Thinking critically and creatively toward ethical action. XXXIII (4), 143-144.

- Block, M. A. (1990). Are workbooks really necessary? XXXIII (3), 100.

- Crawford, C., & Melvin, M. (1990). Does supplemental reading help? XXXIII (5), 194-196.

- Dail, P. W. (1989). Content analysis as an innovative teaching technique for home economists. XXXIII (2), 56-60.

- Gifford, K. (1990). Relationship course. XXXIII (4), 136.

- Gubser, D., & Holt, B. A. (1989). SUPERMARKET SAFARI, Tracking down good nutrition in the grocery store. XXXIII (2), 64.

Herget, J. (1990). Cooperative learning. XXXIII (3), 94-95.

Holloman, L. O. (1990). Relevance in teaching clothing: A case for the human ecological approach. XXXIII (4), 145-147.

Illinois Teacher Staff. (1990). A salute to the 1989 home economics teachers of the year. XXXIII (4), 123-134.

Kowalczyk, D., Neels, N., & Sholl, M. (1990). The critical perspective: A challenge for home economics teachers. XXXIII (5), 174-177, 180.

Lawhon, T. (1989). Family life: Using premarital agreements as a teaching tool. XXXIII (2), 50-53.

Light, H. K. (1990). Family life education in the 1990s. The challenge: What shall we teach. XXXIII (4), 148-152.

McBride, B. A., & McBride, R. J. (1990). Rethinking the role of fathers: Meeting their needs through support programs. XXXIII (3), 89-91.

Miracle, G. (1990). MIRACLE: Making ideas reality allowing creative learning in entrepreneurship. XXXIII (4), 135.

Parnell, F. B. (1990). Eating for the health of it. XXXIII (4), 139-140.

Powell, J. (1990). Entrepreneurship. XXXIII (4), 141-142.

Storrer, I. (1989). Teaching survival techniques in a changing world. XXXIII (2), 54-55.

Tripple, P. A., & Makela, C. J. (1990). Adaptable housing for lifelong needs. XXXIII (3), 106-109.

White-Hood, M. (1990). A phenomenological platform for teaching at-risk students. XXXIII (3), 101-102.

Whitener, J. (1990). Integration of FHA/HERO into the classroom. XXXIII (4), 138.

Wolff, K. (1990). Independent life skills. XXXIII (4), 137.

Wooldridge, D. G., Sebelius, M., & Ross, S. (1989). Inductive teaching: A strategy to teach housing concepts. XXXIII (2), 68-71.

Teaching as a Profession Issues and Concerns

Block, M. A. (1990). Teaching to 'open fences.' XXXIII (5), 178-180.

Peterat, L., & Eyre, L. (1990). Charting a career path—Voices of Home economics educators. XXXIII (4), 158-160.

Tebo, J. T. (1989). Philosophy narrative. XXXIII (2), 79.

Textiles and Clothing

Feather, B. L. (1990). Challenges and opportunities for teaching clothing in the 1990s. XXXIII (3), 103-105.

Turnbull, S. G. (1989). The issue of curriculum change in clothing studies. XXXIII (2), 72-75. •••

Current Nutrition Labeling

Reprinted from: Food Insight International Food Information Council 1100 Connecticut Ave N.W., Suite 430 Washington, DC 20036

Federal regulations governing nutrition labeling have changed little since 1973, when FDA first developed labels to give consumers information about nutrients. Nutrition labeling is required only if a nutrient is added to a food or if a nutrition claim is made about a food. Nutrition labeling is optional for all other packaged foods.

When nutrition labeling is provided, manufacturers must include serving size, number of servings per container, caloric content, grams of protein, carbohydrate and fat, milligrams of sodium, and vitamin A, vitamin C, thiamine, riboflavin, niacin, calcium and iron content expressed as a percentage of the U.S. Recommended Daily Allowance (U.S. RDA). All nutrient values are listed per serving.

Manufacturers may also include information about fatty acid composition (saturated and unsaturated) and cholesterol content. Vitamins D, E, B6, folic acid, biotin, pantothenic acid, phosphorus, iodine, magnesium, zinc and copper may also be stated as percentages of the U.S. RDA. If a label claim is made about any of these nutrients, or if any are added, they must be included in nutrition labeling.

Currently, about 61 percent of products regulated by FDA bear nutrition labeling. More than half of these labels have been adopted voluntarily by the manufacturer.

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
352 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non-Profit Org.
U.S. Postage

PAID

Champaign, IL 61820

Permit No. 75

ILLINOIS TEACHER OF HOME ECONOMICS

Home Economists As Leaders in the Workplace and the Community

<i>Foreword, The Editor</i>	1
<i>The Philosophy of Home Economics Teachers at Urbana Middle School</i> Janine Duncan, Deborah Lammie, and Marilyn Mastny	2
<i>Empowering Students to Assure School Success</i> , Henry Meares	3
<i>Tiger Stride: Stepping into Tradition at Urbana Middle School</i> Janine Duncan	4
<i>Common Ground: Urbana Middle School's Conflict Mediation</i> Fred Schumpt	8
<i>Music: The Key to the Heart</i> , Janine Duncan	13
<i>The Feelings Jar</i> , Marilyn Mastny	14
<i>Handicapped — Or "Handicapable"?</i> , Marilyn Mastny	16
<i>Global Education: Home Economics Teachers' Ethical Obligation</i> Janine Duncan	17
<i>Teens Helping Teens: A Teen Parent Support Bazaar</i> , Deborah Lammie	22
<i>Real Life, Real People, Real Caring: What Home Economics Is Really About</i> Janine Duncan	23
<i>Developing A Coalition on Teen Pregnancy Prevention</i> , Marilyn Mastny	26
<i>Parenting Simulation: Teacher Responsibility and Universal Care-Giving</i> Janine Duncan	28
<i>Our Environment: A Home Economics Issue Concern</i> , Deborah Lammie	31
<i>Technology: People Make the Difference</i> , Marilyn Mastny	34
<i>Sanitation: A Scientific, Hands-On Approach</i> , Janine Duncan	37
<i>American Home Economics Association: Certification and Commitment</i> Marilyn Mastny	39
<i>Poetic Justice</i> , Marilyn Mastny	40

Foreword

In the past, home economics teachers in junior high and middle schools have asked us to focus some attention on programs at those levels. In this issue we do that. This entire issue was written by the home economics teachers, social worker and principal of a middle school. The content focuses on their personal philosophy, curriculum content, and school mission and student learning experiences. We are grateful to the home economics teachers, Marilyn Mastny, Janine Duncan and Deborah Tamimie for their work on this issue.

Our theme for 1990-1991 is "Home Economists As Leaders in the Workplace and the Community." This issue is consistent with that theme. Marilyn, Janine and Deborah are leaders in their school and community.

We encourage all of our readers to take the time to write about the leadership you have provided as home economists in your school, business, industry and/or community setting. Tell us what you are doing, why, what you have accomplished, what you have learned as a result of your efforts, and what you see as implications for other home economists.

Knowing about your good work will give us increased pride in our profession and new ideas to help us in our own practice. We look forward to receiving your manuscripts.

Best wishes for the school year.

The Editor



Marilyn Mastny



Janine Duncan



Deborah Tamimie

The Philosophy of Home Economics Teachers at Urbana Middle School

Janine Duncan
Deborah Tamimie
Marilyn Mastny
Urbana Middle School
Home Economics Teachers

This issue of *Illinois Teacher* contains articles about the home economics program at Urbana Middle School. The nature of the program that we have developed and implemented is based in part on our philosophy of life, home economics, teaching, etc. Our beliefs about the needs of students, our community, and society have influenced our curriculum. We prefaced the articles with some background information on what we are trying to achieve via our middle school home economics program and with some of our beliefs that have a direct impact on our curriculum.

Home economics at Urbana Middle School mirrors its profession's national mission of improving family life. We try to empower our students to grow within their present home while providing a positive vision for their future families. Within this family framework we seek to educate students on a variety of topics to help insure their success.

Family members vary according to age, size, and ability. So do the members of classes which constitute our school based families. All individuals within our classroom "family" structure are encouraged to share their hopes and feelings as they become the best that they can be. Students learn to accept the different abilities possessed by their classmates. They see that their success in home economics depends upon performance based on their own abilities, rather than on a comparison with their classmates.

The term "family" has many meanings to us. We want our students to have an understanding of families that includes, yet goes beyond, their personal individual experiences. We want our students to recognize that their family may include fellow classmates, schoolmates, and community members. It is important for students to realize that it doesn't stop there; they are truly members of the family of hu-

manity. Commitment to their personal family life is not a high priority for many middle school-aged children. Often developing a sense of responsibility to their community and their world will stimulate a trickle-down effect of responsibility to their personal home environment. We believe that we have an ethical obligation to try to insure students' social awareness and eventual responsibility within the students' school, community, world, and home. Three service projects we have found eye opening are described in detail in this issue of *Illinois Teacher*. (See Teen-Parent Support Bazaar, Global Education: A Home Economics Teacher's Ethical Obligation, and Recycling).

Developing a sense of responsibility towards others cannot be achieved by students without a healthy sense of themselves. We also believe positive feelings about the physical, social and emotional self should be a priority at whatever level students are taught. Positive communication skills are a foundation of a healthy individual. These same skills will be crucial as individuals work through the crises of everyday life. With appropriate learning experiences, students can learn to predict and prevent possible negative outcomes in their lives.

In order to facilitate this type of growth in students, we believe that home economics teachers need to assume a leadership position. When we say leadership, we do not mean you as individuals must be vocal to the point of being noisy. Rather, a challenge for home economists is to ground their actions in reality and let the outcome speak for itself. General promotion of activities and projects taking place are a helpful, if not necessary, opportunity for support. Hall bulletin boards, showcases, student advertisements, billboards, student letters to the editor of your school or local paper, daily announcements and articles in your school newspaper were all important beginnings for us. We also talk directly to our administrators. They often have helpful hints to smooth out the rough edges of our ideas. We give them the opportunity to hear and appreciate our commitment and efforts.

(Continued on page 12.)

Empowering Students to Assure School Success

Henry Meares, Principal
Urbana, IL Middle School

As I approached the topic of empowering students to assure school success, several things came to mind immediately. The first thing that came to mind was my personal experience as a student in the public schools which I will share later. The second thing that came to mind was the question, how do low-income students differ from other at-risk students? In other words, are we talking about the same students or is this a different population altogether? My third thought was, what are those conditions which continue to plague students or contribute to their disabling or disempowerment? And finally, how can the schools empower students so that they experience increased success and become vitally productive members of our society. With these thoughts in mind I began to prepare a response.

I spent some time trying to differentiate between the low-income student and the at-risk student. Everything I have ever read and experienced suggest to me that the low-income student is one who, by federal standards, is poor and does not have the resources and/or experiences that are commonly obtained with money. These students come from families who earn minimal wages.

The at-risk student is defined in Phi Delta Kappa (October, 1989) as one who is a failure in school or in life. "At-riskness" is a function of the negative experiences encountered by a child, how severe they are and how frequently they happen. For example, a pregnant 14 year-old is at risk, but a pregnant 14 year-old who uses drugs is even more at risk. And a pregnant 14 year old who uses drugs, has been retained a grade, truant from school, and who has low sense of self-esteem is even more seriously at-risk. Frymien (1989) states that being at-risk is not solely a phenomenon of adolescence, children of all ages can be at-risk.

In my opinion, most, if not all, children of low-income families are at-risk; however not all at-risk students are poor. Whether we refer to this group as low-income or at-risk, all appear to be victims of similar conditions.

What are those conditions? They may include but not be limited to: low income, teenage pregnancy, drugs, and school dropouts. Let me discuss briefly each condition.

LOW-INCOME - According to Marian Edelman, president of the Children Defense Fund (1989), one out of every five children in this country live in poverty, which includes about 13 million children. If you view the figures along racial lines you will find that nearly half of all black children and one-sixth of all white children are poor. It is predicted that by the year 2000, 40 percent of our student population will come from low-income families

TEENAGE PREGNANCY - One million teenagers between the ages of 10-17 become pregnant each year. One-half of that number gives birth. Every day in this country forty teenagers give birth to their third child. Research repeatedly confirms that significant percentages of our teenagers become sexually active before the age of 15. There is a decline in pregnancy rate above the age of 15, but there is an increase in pregnancy rates under the age of 15 (Charles Stewart Mott Foundation, November, 1987).

DRUGS - More than 50 percent of our teenagers will use illegal drugs or alcohol before they reach the age of 18. What really frightens me is that 1,000 babies born in our country each day are addicted to cocaine or heroine. Four years ago, this country spent \$160 billion in drugs and alcohol programs. I would imagine that by now that figure has tripled.

SCHOOL DROPOUTS - In this country today we are faced with an alarming school dropout rate. According to Danzberger (1984), Institute for Educational Leadership, Washington, DC, 25 percent of America's teenagers do not graduate from high school. The inner-city drop out rate, about twice the nation's average, ranges between 40 - 60 percent, depending on the city.

A disproportionate number of low-income and minority students make up these dropout rates. That is a serious concern especially when you consider that by 1992 it is predicted that one out of three teenagers in our schools will be a member of a minority group.

Our country cannot afford these kinds of conditions. The cost to this country both economically and in loss of human potential is enormous. Every class of high school drop outs cost this country about \$260 billion each year in foregone wages and taxes (Hornbeck, 1989).

About 35 years ago this country had 17 workers contributing to the benefits for each retirement. Today there are only three workers contributing to each retirement.

We, as educators and policy makers, have a real challenge facing us. In order to counter these conditions it is essential that we redefine our roles within the schools, the local community and the broader society. Our role definitions must result in empowering students and community members. However, schools tend to disable and disempower students in very much the same way that communities are disempowered (Cummins, 1986).

What do I mean by empowering and empowerment? According to John Nystrom (1989), empowering or empowerment is both a concept and a process. As a concept, it helps to organize one's thoughts or develop a framework which one can use to identify the circumstances of individuals and groups in society. As a process, empowerment enables people to develop and implement organized responses to circumstances that affect their lives. In other words, empowerment stresses the mastery of one's environment and achievement of self-determination. Then how does a student become empowered in school? Empowering someone can be done in one of three ways:

1. By providing the student with quality information. We are living in an information age; a time when quality information is a highly valuable commodity. And, when one is deficient in this area, s/he is certain to have serious difficulties interacting effectively within particular environments and institutions.
2. By encouraging quality participation. The extent to which students are truly empowered by a school is evident in their rate of participation. Having access and opportunity to participate is not enough; they must experience it.
3. By developing enabling skills. I tend to believe there is a relationship between one's success in school and one's ability to manipulate the system. I use manipulation in a positive sense. For example, students who have good library skills, writing skills, problem solving skills, etc., can manipulate the school environment much more

successfully than those who do not. Even those students who have charming behaviors and personalities can skillfully use those behaviors to manipulate teachers to give them special assistance and receive better grades and other considerations. It happens all the time.

If we believe, as we say we do, that every child can learn and that we can teach all children, then when we do not succeed, we need to make some changes in what we are doing. We tend to interpret our lack of success with children to mean the children are failing the system rather than the system failing them.

Perhaps there is a need for educational reform that reaches beyond the reform initiatives that were made in the 1980s following the publication of *A Nation at Risk* (1983). Lengthening the school day, mandating more graduation requirements and strengthening discipline policies will hardly reverse the pattern of school failure among at-risk students. In fact, the reform initiatives of the 80s may have compounded the problems. The nation's dropout rates continue to increase among minorities and/or low income students despite these initiatives.

Some suggest that these reform initiatives have not been successful because they did not significantly alter the relationship between educators and at-risk students, and between schools and low-income and/or minority communities. The relationships between teachers and students and teachers and their community have remained essentially unchanged (Cummins, 1986). Perhaps what is needed are policies that require educators to redefine how they interact with students and the community they serve.

There are two basic types of interactions or relationships that schools generally have with students. They are formal interactions and informal interactions. There are instances, however, when one might influence the other. The formal interactions are those interactions or relationships that are directed by school policies and practices. They include course requirements, graduation requirements, academic programming, counseling practices and so on. Tracking and ability grouping are examples of formal interaction. Students are assigned to lower tracks or low ability groups based on their academic and/or standardized test performance, not by choice. It is a practice of most schools. Based on these criteria, many students are denied access to the upper ability tracks. Unfortunately, a disproportionate number of lower income and/or minority students are in those low ability groups.

In a recent study conducted by Phi Delta Kappa (October, 1989), teachers were asked to list the in-

structional strategies used to improve students' learning. They indicated that they used small classes, lower-track classes, individualized instruction, tutoring, extra homework, specialized materials, instruction in basic skills, special teachers, referrals to special education, and referral to psychologists. What was interesting about these responses was that those teachers responding used an average of two strategies, the most frequent response was zero. This means that none of the strategies were used very often.

Have you seen the movie *Stand and Deliver*? If not, I urge you to do so. The movie depicts a true story of a teacher whose determination, persistence and commitment empowered a class of students who had been disempowered by the policies and practices of the system. The story takes place at Garfield High School which is located in a low-income area of Los Angeles, California. The students at Garfield High come from mostly low-income families and families who do not speak English very well. The students at Garfield High are enrolled in basic and general math year after year. In 1981, Mr. Escalento decided that his math class was going to do something different. He decided that he was going to teach them calculus. Apparently, all 18 students took the Advanced Placement Test and passed, which was unheard of at Garfield High since the students were from low-income families. The test results were ruled invalid. To make a long story short, the students took the test again and all 18 students passed.

In 1981, 18 students passed the Advanced Placement Test and in 1982, 27 students passed; 40 passed in 1983; 60 in 1984; and 80 in 1985. It is my understanding that 306 students at Garfield High School are enrolled in calculus today. In fact, Garfield High has had more students pass the Advance Placement Test than any other high school in the United States. The fact of the matter is, Mr. Escalento and Garfield High School redefined their role and relationship with low-income students. As a result, it changed their whole life and sense of self-worth.

The informal interactions are those interactions or relationships which occur outside the school's formal structure and are not required. They generally include extra-curricular activities. They also include teacher behaviors, attitudes and perceptions of students. Teachers of low-income and/or minority students tend to perceive them differently than they perceive students of upper-income and/or non-minority. With all good intent, these students are invariably taught as they are perceived—the self-fulfilling prophecy.

Let me share with you my own personal experience as a freshman in high school. I attended an all black high school outside of my own rural community. My peers and I traveled 26 miles round trip each day to attend school. This school was staffed by several locals who had attended the same school, went on to college to become teachers and returned to teach. There was a culture within the school and both staff and students' perceptions of students coming from my community were not very positive. They did not perceive us to be academically capable or promising. We were labeled as rural low-income students whose chances of going to college were little to none.

I recall my very first week as a freshman in this school. I chose to take algebra. I chose it because it sounded very good and I thought that it was the right thing to do if you wanted to graduate from high school. No one told me anything differently. My first visit to algebra class was my first experience with the high school's real perceptions. This class was taught by the principal. The principal was a local whose children had attended this K-12 school and gone on to college. I vividly recall how nervous and anxious I was that morning having to attend a class taught by the school principal. There were 15 other students enrolled in the class, all of whom were locals. The principal began class by giving a brief overview of algebra. Following his comments he distributed algebra textbooks to those students in attendance. Everyone was given a textbook but me. He proceeded to openly direct his comments to me. His comments were: "Mr. Meares this math class is for those students who will go on to college! You should go see Miss Johnson (counselor) and enroll in another class." At that moment, I removed myself from his class and for several weeks became a high school dropout.

It should come as no surprise to you that students who are empowered by their school experiences develop the ability, confidence and motivation to succeed academically. They participate competently in instruction as a result of having developed a cultural identity as well as appropriate school-based knowledge and interactional skills (Cummins, 1986).

On the other hand, students who are disempowered or disabled by their school experiences do not develop this type of cognitive/academic, and social/emotional foundation (Cummins, 1986). What are some ways that schools can empower low-income or at-risk students? Let me share with you what we are doing at Urbana Middle School.

Like many other schools around the state, Urbana Middle School is experiencing some significant changes in its demographics. These changes have

become most noticeable in the last five years. For example, our free lunch eligibilities have grown from less than 20 percent to about 35 percent. Our minority population has increased from 15 percent to 27 percent. About five years ago the Urbana district decided to reorganize our secondary 7-12 school and develop a 7-8 middle school. I do not think that this decision was based on the assumption that all students can learn, and that all teachers can teach them, providing teachers are empowered through shared decision making, flexible scheduling, expanded resources, professional trust and so on. Rather, I think that decision was based on the desire to increase enrollments at the high school and also to pass a tax referendum to finance a \$14 million renovation project needed at the high school.

Nevertheless, following this decision, a junior high reorganization plan was developed and fully implemented in the 1989-90 school year. This entire plan was guided by a philosophy which was developed by a committee of people representing the entire school-community. Let me take one moment to share with you a quote which summarizes the intent of our philosophy. "Teachers, supportive staff and administrators function as a unified consistent team. Their task is to provide students with opportunities which will enable them to participate actively in their learning experiences, accept responsibility for their own behavior, and move at a comfortable, secure pace toward gaining independence." What you just read is our commitment to empower students.

Three years ago, every employee in the Urbana schools participated in a goal setting activity for the year. The number one goal recommended and approved by the school board was: Develop curriculum and instructional methods which will enable all students to succeed in school, thus enhancing students and staff member's sense of self-worth. As of this date the failure and/or non-success rates in Urbana for at-risk, low-income and/or minority students remains virtually unchanged. In fact, those rates have generally increased. Why? Cummins (1986) provided the answer when he stated that the relationship between teachers and students and teachers and the low-income/at-risk communities remained essentially unchanged. Those disabling/disempowering instructional methods practiced in our schools three years ago were still being practiced.

We began to dismantle our ability grouping practices at Urbana Middle School three years ago. While there is still a lot of work to be done, we have moved from three ability groups in English, to none; two in social studies to none; five in math to three (and hopefully to two by fall of next year); and, four in reading to none. Also, about 45 percent of our stu-

dents ranging from low-income to upper-income students participate in one of the three foreign language. We try to focus on individual needs.

Three years ago, we implemented the Recapture Program. This program was designed specifically for students who had been retained in a grade. The intent of the program was to have retained students experience, for the first time, some school success. This was accomplished. It was accomplished because the school chose to redefine its role with that particular group of students. An inviting, caring instructional environment, one without failure, was established.

This program also enjoyed overwhelming participation of parents of these students. Some of the parents had never before entered the school because they felt unwanted. This program empowered both the parents and their children.

Three years ago we began to work vigorously on school climate and student relationships. As a result, a learner training program was put into place by our illustrious social worker. Student leaders from every identified culture, ethnic racial and/or religious group were selected for training. These students were empowered with leadership skills which were used to build strong, positive relationships throughout the school.

Today we have one of the most effective and sophisticated student mediation programs in the state. Second semester last year, these students mediated over 100 student conflicts. These students are valuable participants in our school. Just last year, our home economic teachers developed a successful course called "Relationships." The course focuses on individual students experiencing relationships encountered in life. A spinoff from that course is the Lifeline Group that meets after school. We decided to focus first on female students. These girls are learning decision making skills that will empower them in their experiences and relationships with boys and we are now planning a similar group for male students. Enabling students to participate in this type discussion is certain to have some impact on their dealings with sexual relationships.

When we eliminated one of our math groupings two years ago, this put one of our math teachers in a very difficult situation. She was assigned a class with a mixture of basic learning disabled and low ability students. She learned that there was very little material available to accommodate this mixture, especially for this age group. She, with the help of our learning disabled teacher, took on a new challenge.

(Continued on page 12.)

Tiger Stride: Stepping into Tradition at Urbana Middle School

Janine Duncan
Home Economics Teacher
Urbana, IL

Springtime at Urbana Middle School, as at any other school, is a very hectic time of year. There are the various district, state, and national tests to be administered, as well as all of the end of the year activities that teachers and administrators are trying to fit into the last few weeks of school. Students (and teachers!) become quite restless as they anticipate the beginning of their summer vacation. The tremendous amount of energy flowing through the building may, at times, be exciting to observe, however, it is often very difficult to direct it into any positive learning experiences for the students. The challenge that all teachers face is to design activities that will tap the abundance of student energy and direct that energy into fruitful learning experiences for the students.

One activity that has been quite successful and well received at Urbana Middle School is the Tiger Stride. Quite simply, it is an activity in which each student (or in partners) invites an adult guest to take a walk around the surrounding neighborhood so that they have time to talk and get to know each other. When the adult and student(s) finish their walk, they come back to the classroom to enjoy nutritious refreshments that were prepared earlier by the students. This activity allows students to pull together many of the skills they have learned throughout their semester in home economics. Communication and "bridging the generation gap" are focused on and many times this is easier for the students than it is for the adults! Students have the opportunity to practice menu planning, recipe testing and preparation, as well as the aesthetic side of food preparation and serving. The walking part of this project is most crucial because too often students and adults are trapped into conversations because of the setting, i.e., the school. To go beyond the confines of the building allows participants to go beyond the confines of their title; student, teacher, principal, parent or counselor. Lastly, walking ties well into the

"total health" = "total self" picture home economics teachers want students to create for, and of, themselves.

There are some details to note about the implementation of this activity.

- 1) Invitations must be sent to the adults, who might include parents, friends' parents, other relatives, teachers (who have their prep period that hour), administrators, counselors, social workers, secretaries, custodians, hall monitors, school board members, and district administrators. If possible, invitations should be sent a week in advance; any shorter period of time will be difficult to receive RSVP's and send alternate invitations if the first response was negative.
- 2) Clock the walk. Depending upon the length of the class period, a 15-20 minute walk should be feasible. Allow time for refreshments and clean-up.
- 3) Make signs and maps which are especially important for the first annual walk of your school and for new participants on the upcoming walks. Signs may be made with arrows for directions and position them along the walk route. A map is very handy in the event that strong winds blow the signs down...it has happened!
- 4) Send reminders to guests. If possible, it is important to remind adult walkers of the upcoming event. Remind them to dress appropriately, wear comfortable shoes, arrive and leave promptly. It is discouraging to watch a student wait for a guest when all the others have arrived and left on their walk. If possible, emphasize that the walk is for one-on-one time, student to adult, so each may get to know each other. Sometimes the adults will converse and not spend time with the students.
- 5) Consider refrigerator space. Depending upon the number of classes participating in your school's walk, it may be important to stagger classes; even numbered periods walk on one day, odd numbered periods walk on the next...or of course, anything else that works!

(Continued on page 12.)

Common Ground: Urbana Middle School's Conflict Mediation

Fred Schrumpf
Urbana Middle School Social Worker
Urbana, IL

Conflicts are a part of everyday life for students in our public schools. Conflicts can be handled in many different ways and can be seen as positive forces that accompany social change or personal growth. Frequently those involved in disputes do not have the strategies necessary to work out a positive solution. Conflicts between students in school that are not resolved may end up in loss of friends, verbal or physical attacks, and disruptive behaviors that can make learning more difficult.

Conflicts that lead to violence have become a major issue in public education. About 282,000 students are physically attacked in America's secondary schools each month. Almost 8 percent of urban junior and senior high school students missed at least one day of school a month last year because they were afraid to go to school (*NEA Today*, Nov. 1989).

During the 1988-89 school year Urbana Middle School established a Student Mediation Center called "Common Ground" to address the problem of student conflicts. The goal was to train selected students to mediate conflicts between peers. This would be a positive way to problem-solve conflicts. Mediation has been explained to the students as:

a chance for you to sit across from the person with whom you have a conflict and talk, uninterrupted and be heard. After each of you gets to tell your side of the story, solutions to the conflict are discussed. If each of you agrees to a solution, an agreement is written and signed that lists ways to prevent the problem from happening again.

This article will outline the steps that were taken to establish the center and will explain the mediation process as it was taught to the student

mediators. We hope this information will encourage other schools to adopt such a program.

How the Center was Established

From Idea to Proposal

The idea to start a mediation center came from several school staff members who had attended three days of mediation training offered by the Illinois State Board of Education. They also had information about other schools that taught mediation as part of their curriculum. The school social worker, counselor and school suspension room teacher wrote a proposal to the administration and staff about starting a program. The program proposal justification for mediation included the following statements:

1. Conflicts are a part of everyday life and are opportunities to grow and learn.
2. Mediation can be more effective than suspensions or detentions in shaping good behavior.
3. Mediation can result in a reduction of violence, vandalism and absenteeism.
4. Mediation reduces the time teachers and administrators deal with discipline.
5. It is a life skill that empowers students to solve their own problems through improved communications, problem-solving, and critical thinking skills.
6. Mediation promotes peace and justice through mutual understanding of individual differences in our multicultural world.

The administration approved the proposal. It took the first semester to organize the project, and the center opened the second semester.

Staff Orientation

The day before school began, the entire staff was given a one hour overview of the proposed Student Mediation Center and the mediation process. Interested staff were invited to join the advisory committee. This committee was to select mediators, develop procedures, promote and implement the pro-

gram. The timeline for implementation was also outlined.

The in-school suspension room teacher and social worker were designated as coordinators of the project during the first year. The second year of the project two teachers were given one period each day for program coordination.

Student Orientation and Assemblies

During October, assemblies were held for groups of 100 to 130 students. The assemblies began with a skit of typical student conflicts. A demonstration followed in which these conflicts were resolved through mediation using either adult or student mediators. The mediation process was explained and the rules for mediation were stated. Students were told that mediation was a peaceful way to resolve conflicts and would promote a more positive school environment. It was offered as a voluntary process that teaches mutual respect through clear and direct communication. The role of the mediator was outlined as one of a referee, one who does not take sides. Students were told that ten mediators from each grade level would be selected and trained. Students were asked to apply. Around 75 applications were turned in from the student body of 1,000.

Selection of Student Mediators

The committee of teachers reviewed all applications. Selection was based on such criteria as: grade, sex, social and ethnic groups. In selecting mediators, the "model" students were not necessarily the best choices. Student mediators needed to be understanding, sensitive, non-judgmental, assertive, and respected by their peers. Selected students were given a parent permission and information sheet. The sheet outlined the program, the training, and information about the parent luncheon to be held at the end of training to recognize the mediators.

Training of the Mediators

The training was organized by the program coordinators. Additional experts with mediation skills were located to help with the training. All student mediators were given 15 hours of training. This began with a one day workshop which discussed conflict, taught communication skills (listening, paraphrasing, summarizing, reflecting on feelings), and explained the mediation rules and process. A second day of training taught how to gather information, focus on interests, brainstorm options, and how to make and write an agreement. Follow-up training was offered after school. Most of that time

was spent on role plays of typical conflicts that would be referred to mediation.

Community Sponsorship and Promotion

An important aspect of the success of any new program is how the concept is promoted. When the school year began, most students had never heard of mediation. A professional graphic designer volunteered her time to work with art students to develop a promotional campaign. The students and volunteer spent many hours designing a campaign that was educational, exciting, sincere, and humorous.

The name "Common Ground" was chosen by the mediators. The art students designed a logo and selected colors. Two brochures were designed, one for parents and one for students. Posters were printed for the school with messages such as: "Start Talking," "Students Helping Students," "Don't Stand Alone," and "Can't Flush Your Problems Down the Toilet." "Common Ground" T-shirts and buttons were created. A retired teacher found a local business that agreed to print all of the brochures and posters and to donate the T-shirts. This local company had trained supervisors in mediation and knew its benefits to an organization. Through the efforts of the art students and the community volunteer, "Common Ground" Student Mediation Center became well-known and accepted by the students and staff before it opened.

The Mediation Center Opens

Morning announcements were used to promote the program the week before the opening of the center. The first day of the second semester "Common Ground" had its grand opening. First period classroom teachers were given brochures for their students. They read the brochures together and discussed the procedures. These procedures included:

- any student can request mediation
- students can be referred to mediation by teachers, administrators, or parents.
- all parties must agree to be mediated.
- all parties must agree to confidentiality.
- disputants will work toward an agreement by coming up with their own solutions.

The day of the grand opening, every student received a button to wear that said: "Start Talking—Common Ground—Student Mediation." All student mediators wore their T-shirts and posters went up. "Mediation" was the word of the day.

Ongoing Operations and Evaluation

For the first two semesters of operation, "Common Ground" resolved an average of 100 dis-

putes each semester. Around half of the referrals came from students and the rest came from teachers or principals. Thirty-five percent of the referrals involved name-calling and arguments; thirty-two percent pushing or fighting; fifteen percent rumors, and ten percent dealt with friendships gone adrift.

Through follow-up interviews with disputants it was estimated that nine of every ten conflicts were resolved successfully. About half of the conflicts that were not resolved the first time were returned to mediation. An estimate of five percent of the total referrals were never resolved.

Ongoing training for mediators was important. After-school meetings were held for advanced training in dealing with difficult mediations, in handling anger and in caucusing. At the end of the year a final evaluation was conducted with the student mediators. Their responses to the program and its impact on school climate were very positive. When asked if they enjoyed being student mediators, they responded unanimously, "Yes"!

The Mediation Process

It is not difficult to teach the mediation process to middle and high school age students. Mediation is a process which involves communication, critical thinking, problem solving and decision making.

When teaching the mediation process, it is best to first teach some basic communication skills. These skills can be effectively taught in the following order:

- listening and nonverbal communication
- paraphrasing
- reflecting on feelings
- clarifying
- summarizing

Through the use of various exercises and simulations, students will quickly learn these skills. After the basic communication skills are presented, the steps of the mediation process can be taught. When teaching these steps, students can be divided into groups of three or four to practice taking the role of mediator and disputant.

Step 1: Begin the Session

The mediator sits between the two disputants at a table. The mediator sits closest to the door to prevent someone leaving before the session is over. Introductions are made. Ground rules are stated by the mediator:

- Everything said is kept confidential.

- Each person takes a turn talking, no interruptions.
- The mediator does not take sides.
- Each side agrees to try to solve the conflict and is committed to the ground rules.

Step 2: Gather Information

The purpose of this step is to find out each disputants' point of view about what happened. What are the facts? Has this been a long-lasting conflict or a recent problem? Is there a misunderstanding of the facts, or a difference in beliefs? Is there something outside the conflict that is a problem.

The way information is gathered is by having the mediator ask one party to tell her/his side of the story. The mediator then paraphrases and summarizes the story. This is done to be sure the information is accurately heard and each disputant is aware of the major issues.

Next, the other party has the chance to tell her/his side of the story. Again, these statements paraphrased and summarized by the mediator. This step is repeated until all the information has been stated. There are times that the mediator will need to seek clarification of some of the information.

Step 3: Focus on Interests (Wants and Needs)

In this step, the mediator tries to help the disputants to identify why the conflict exists and what are the shared interests of each party. The mediator tries to find the common ground by asking questions to each participant such as:

- "What do you really want to have happen?"
- "Is fighting getting you what you want?"
- "If you do not reach an agreement, what might happen?"

Again the major points of each response is repeated by the mediator and shared interests are summarized.

Step 4: Create Options

This is the step which involves brainstorming ideas. The mediator will ask disputants for possible solutions to the conflict. As least three options need to be generated. If the parties can not come up with any ideas, the mediator could make a suggestion. It is important for the disputants to come up with their own solutions.

Step 5: Evaluate Options: Decide on Solutions

At this point the mediator asks each disputant which of the solutions s/he would be willing to agree

upon. Often a disputant will say what s/he want the other person to do. In this case, the mediator will point out that the agreement will only state what each person is willing to do, not what one wants the other person to do.

Step 6: Write the Agreement: End the Session

An agreement is written that lists what each party has committed to. It is brief and clear. It tries to be balanced between each person where both parties are responsible. It is action oriented. The agreement is then signed, the mediator shakes hands with each person and congratulates them for their efforts. Both parties are encouraged to shake hands. There are times when an agreement cannot be reached and a mediation session might continue the next day. Mediations usually take ten to twenty minutes. All agreements are recorded and filed.

A Final Note

Through our work with "Common Ground," we have discovered that the mediation process facilitates a student's ability to respond to conflict situations in a more effective and peaceful way. It empowers the student to get his/her own needs met while considering the needs and interests of others.

We believe that utilizing the mediation process in the schools, give educators the opportunity to transform school climates from places where conflicts are handled by suspension, detention, and expulsion into places where conflicts, accepted as natural and inevitable, are a positive and constructive ingredient of school life.

Resources - References

Cohend, R. (1987, Spring). School-based mediation programs: Obstacles to implementation. *Name News*, 10, p. 2-4.

Drew, N. (1987). *Learning the skills of peacemaking*. Rolling Hills Estates, CA: Jalmar Press.

Fisher, R., & Ury, W. (1981). *Getting to yes*. City/State: Penguin Books.

Kreidler, W. (1984). *Creative conflict resolution*. Glenview, IL: Scott, Foresman and Co.

Markwood, A. (1988, April). Negotiated conflict resolution: A neglected element of prevention. *Prevention Forum*.

National Association for Mediation in Education (NAME), 425 Amith Street, Amherst, MA 01002.

Prutzman, Stern, Burger, Bodenhamer. (1988). *The friendly classroom for a small planet*. Philadelphia: New Society Publishers.

School Mediation Associates, R. Cohen. *School mediation program development: Implementation checklist*.

Urbana Middle School

Resolution Agreement

Mediator_____Date_____

Problem_____

The people whose signatures appear below met with a conflict resolution mediator and with the assistance of the mediator, reached the following agreement:

_____, (disputant's name) agrees_____

_____, (disputant's name) agrees_____

We have made and signed this agreement because we believe it satisfactorily solves the issue(s) between us.

(disputant's signature) (disputant's signature)

_____(mediator)

Referral for Mediation

Names of Students in Conflict _____ Date _____

_____ grade _____

_____ grade _____

_____ grade _____

_____ grade _____

Where conflict occurred: _____ School/on Campus

_____ Bus _____ Neighborhood

Describe Conflict/Problem: _____

Signed _____

Position: (circle one) _____ Teacher _____ Student _____ Parent _____

Bus Driver _____ Other _____

Return this form to: Locker #727, by Home Ec room #153

...

(Continued from page 2.)

A major stimulant for possible ideas for us has been attending professional meetings and in-service seminars. (One article in this issue describes the reaction of one of us to attending an AHEA meeting.)

We have been fortunate to be working in a cohesive department which allows us the opportunity to bounce ideas off of each other. We encourage you to take time to create this opportunity for yourselves!

Our intentions for this issue are quite simple. We want to share with the readers activities and ideas that we use to promote student involvement within the family of humanity. Some of the ideas you have heard before, while others are new. Regardless, they are all concepts and skills with which we think students should be equipped when they leave the home economics classroom. More importantly, they are all grounded in the heart. ...

(Continued from page 7.)

Tiger Stride has become a tradition at Urbana Middle School. The faculty and staff look forward to the event and are very supportive of it. More importantly, the students have the opportunity to learn about themselves and others in a fun and enjoyable way. There has never been a student who has refused to take part in Urbana Middle School's Tiger Stride! ...

(Continued from page 6.)

To make a long story short, in July 1989, the Board of Education received from her class a professionally published copy of a new textbook entitled *Pioneer Math: Written by Kids for Kids*. The text has been adopted by Urbana Middle School as one of its regular textbooks. One school in another district is also using this book. The students in this class gained one of the richest math experiences they will ever receive in their school career. They were empowered with both skills, self-confidence and self-worth.

Urbana Middle School is by no means fully effective in its efforts to counter those conditions mentioned earlier. However, some of us feel that we are caught in a situation where we simply cannot allow or afford to have children fail. It is our responsibility to redefine our role and make some adjustments in the way we interact with our students.

I would like to leave you with words of Abraham Lincoln.

A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of our cities, states and nations. He is going to move in and take over your churches, schools, university and corporations. The fate of humanity, is in his hands.

References

- Charles Stewart Mott Foundation. (November, 1988). *Facts at a glance*.
- Cummins, J. (1986, February). Empowering minority students: A framework for intervention. *Harvard Educational Review*.
- Danzberger, C. (1989). Institute for Educational Leadership, Washington, DC.
- Edelman, M. W. (1989). Washington, DC: Children's Defense Fund.
- Frymien, J., & Ganoneden, B. (1989, October) The Phi Kappa study of students at risk. *Phi Delta Kappa*.
- Hornbeck, D. (1989, October). Turning points: The Carnegie report on the education of young adolescents.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: National Commission on Excellence in Education. ...

Music: The Key to the Heart

Janine Duncan
Home Economics Teacher
Urbana, IL Middle School

If someone were to ask you what your favorite song was, what would it be? Do you have any idea why that song has become important to you? Could it be the beat, melody, or possibly the message? What if you were asked what made you interested in music, generally speaking? Can you remember when you first began listening to music, or what your first record was? Did any of your teachers ever use music in the classroom, and if so, was it effective? These questions and answers as trivial or nostalgic as they may seem, give quite a bit of insight into most people; it's likely, that any person who enjoys music would, without much thought, be able to answer these questions.

For me, I would say that I learned to like music in my home. My mom spent much of the day working in the kitchen with the radio playing. My older brothers and sister certainly had a great influence over me. As they rocked into their teen years during the early 1970s, I followed closely behind, even as early as the first grade. I remember that well, for I received my first record player and several 45's of my choice for my birthday that year. Since then, I've developed a fondness for Barry Manilow's work. He is, by far, my favorite artist. It goes as no surprise, then, that one of his songs is likely to be my favorite as well—the song is "I Made it Through the Rain." I can remember two classes in which music was used when I was in school. The first was kindergarten; rest period usually included the "Mary Poppins" album. The second class was Marriage and Family, team taught by a counselor and a home economics teacher. They ended the semester with each playing their favorite song, followed by a few comments regarding their choices. They selected the songs "Hard Times for Lovers" by Judy Collins and "I Made it Through the Rain," by none other than Barry Manilow. Is there a connection? You bet! The week prior, my family and I passed through one of the most difficult stages of our history. Since then, the song has become my "theme song." Was their teaching technique effective? Definitely. Did it

effect the 50 other students of the class similarly? Perhaps, perhaps not.

Why do I share all this with you? My hope is that while I recount some of my personal "music history," you will also contemplate your own music story. And as we recount our stories, might we keep in mind that our students are currently living their personal music stories right now. Can we have a positive effect on them, by choosing music as a technique to teach Home Economics? I believe so, if done thoughtfully!

Thoughtfully....

We are teaching children in the 1990s. Will the songs I heard in 1982 be successful in my classroom? Definitely not. (Who is Barry Manilow, Mrs. Duncan?) As teachers using music, we must work to stay on top of the charts. To what are the students listening? By taking time to listen to "their" radio station(s), not only are we able to gain an idea of what the students are listening to, but we become privy to the issues about which the artists are writing. Choosing current hits is the key to successful use of music in the classroom. Recently, (within the last year), artists such as Phil Collins, Bette Midler, Madonna, KIX, New Kids on the Block, and Terry Tate have come out with songs that fit very well into Home Economics classes:

"Another Day in Paradise," (homelessness)
Phil Collins
"Wind Beneath My Wings," (Friendship, respect) Bette Midler
"Oh, Father," (child abuse) Madonna
"Keep it Together," (importance of family)
Madonna
"Don't Close Your Eyes," (suicide prevention)
KIX
"This One's for the Children," (hunger, homelessness) NKOTB (New Kids on the Block)
"Babies Having Babies," (teen pregnancy)
Terry Tate

Surveying the student for their favorite songs might also lead to some classroom possibilities; after all, it is "their" music!

Music can be such an incredible teaching tool, if used thoughtfully. Through music we are able to feel, identify and imagine all types of experiences

(Continued on page 15.)

The Feelings Jar

Marilyn Mastny
Home Economics Teacher
Urbana, IL Middle School

About three years ago, I decided to teach self-esteem, problem solving and decision making in a special way. I have found "the feelings jar" to be a wonderful opportunity for students to learn these skills by using their personal thoughts and situations. I painted a goldfish jar and set out small pieces of paper next to it. The jar is on my desk and we refer to it every Friday. I have several important rules:

1. Students may choose to write their name but it is fine if they wish to remain anonymous. (Even if their name is written, I never read it aloud. Instead, I use their identity as an opportunity to get to know them better.)
2. No student is ever allowed to look in the jar. It is important that students and their personal feelings remain protected. After all, they have taken quite a chance revealing themselves! Their security allows them to become more open.
3. No specific names are revealed in situational feelings. Students often speak of relationships.
4. If students have a very important situation that they want to share, they can write on the outside of their folded note—emergency. (It is interesting to see what they consider an emergency!) Some have even said, "read Tuesday" and these feelings can be very serious.
5. I always explain to students that in the case of abuse or neglect I am a mandated reporter. They know and trust that I will try and help them.
6. I read (or paraphrase if the grammar is revealing or very poor) one or two, once a week. Students don't really try to guess who wrote what after the novelty wears off.

7. I read the same "feelings" in all my classes. That way, students don't know what class the feelings come from.

I have found my students to be remarkably insightful of these situations. They are not required to respond, yet, a variety of students get involved. It is important that students are not judgmental and will listen to a variety of responses.

Some typical feelings and their responses:

"Explain how you and the other teachers deal with a serious problem that a child does not want their parents to know. Do you just talk about it or take physical action as well?"

That was a great question, and obviously one that I needed to answer myself. It's important that this issue be tackled right from the start.

"There are some girls at school that I don't really like because I think that they show off a lot, but sometimes I really want to be their friend. What should I do?"

Students began a discussion about leaders and power. Students were quick to share about how awkward this was and offered each other healthy support.

"I like someone else's boyfriend and they're about to break up, but there's this guy who likes me alot and I kind of like him but I told him I would probably go out with him. Now I don't want to cause I like this other guy. What should I do without losing friendships?"

Sound confusing? Actually this feelings jar entry brought about an interesting discussion on being attracted to your best friend's boyfriend or girlfriend. It became clear to students that attraction was natural and sometimes inevitable. They became very mixed on what action would be most appropriate.

"I have a boyfriend who is seventeen years old and my mom thinks that he is too old for me because I'm 13 and I really like him but I don't want to disobey my mom by still seeing him but I can't stop because I think I love him."

Students had great ideas for this. Basically, they did not advise "sneaking around." Several students thought they would invite him over to spend time with their mom. They thought it would show maturity on their part to talk about it openly. They also considered it important to realize that he might be expecting her to do things she isn't ready or willing to do. Most students felt this idea was the real issue.

"My friend has to make a choice with her boyfriend and her. They want to decide whether or not it is right to have sex. My friend has consulted me and I don't know what to do."

Wow. This was a great conversation. Students were very clear that the student should give her/his friend information rather than advice. Everyone felt this was a big step and it was good that they were really talking about it. (Some people, they said, just do it and never deal with each others feelings at all.)

"My boyfriend got this girl pregnant. And he told me and I was wondering if I should still go out with him. But this was before though. Cause we did break up, and are together now. Please tell me what to do! Confused!"

There were very mixed feelings about this. One of the most interesting points made was should the teen father become involved with the pregnant girlfriend and should the "new" girlfriend support it. Most people had sympathy for the pregnant girl especially the males in the classroom.

"I feel that people should stop worrying about what people say and be friends without saying this and that about each other. It only takes one person to make a change."

Any adult (parent, teacher, administrator) could make a similar statement and it would probably fall on deaf ears. When it comes from the jar and a student writes it, other students really hear it. They responded with similar thoughts and a story or two.

"I saw a film that every kid said that having sex was something natural. Well, I think that for teenagers having sex is something that they shouldn't do because they should save themselves for the people who they marry."

This jar is also used as a vehicle to just express opinions. This opinion got a lot of support in each class. We also talked about someone who had been sexually active dating someone who was not. (Typically, girls in the class assume it is the boys who will be sexually active.) I have had students come in from the high school to talk to students about the pressure of being sexually active. High school students have said they felt the greatest pressure to be sexually active during middle school. This was eye opening to me and a relief to many students.

Use the feelings jar carefully. When an issue is very sensitive and you are not up to it that day, choose one you are more comfortable with. This jar will provide you with an opportunity to know your school social worker and/or school counselor very well. You will be giving them plenty of business!

...

(Continued from page 13.)

and emotions. We are able to see into other peoples' hearts, minds and souls. Students can gain effectively from the artist's use of emotion, but can also gain cognitively from the message relayed by the artist. In home economics classes, it makes sense to use music. It is this subject that deals most effectively with the affective domain of learning. It is through this subject that students are taught to accept others as people who are entitled to their thoughts and feelings. More so, this subject also emphasizes students developing the ability to think critically about what is communicated to them and their society. Music can offer a variety of ideas and perceptions, but it is the students who need to decide how the message fits into their lives, if indeed it does at all. Music can be the key to students' hearts, and minds, within the home economics classroom.

...

Handicapped . . . Or "Handicapable"?

Marilyn Mastny
Home Economics Teacher
Urbana Middle School
Urbana, IL

My classroom is two doors away from the severely and profoundly handicapped room. Over the years I have watched my colleagues provide incredible support and affection for their special young people. The general middle school population only sees their SPH (severely and profoundly handicapped) peers at lunchtime. They have a difficult time associating and feeling empathy for their less fortunate classmates. Teachable moments do occur!

The following simulation was originally meant to help students identify with the elderly population. I have come to dislike the implication that the terms elderly and handicapped are synonymous. (After all, my seventy-one year old mother is an active college student who practices tai chi in her spare time!)

Take the time to set up your classroom into "stations." The students should divide into teams of two to three and move from station to station at their own pace, or give them a specific time limit.

Station One

Blindfold one student and have another student take a length of yarn and make a trail on the floor. (Make it rather crooked). The purpose of this station is for the sighted student to direct the blindfolded student accurately along the path. However, the sighted student may not touch the blindfolded one. S/he must only use specific words to assist.

Object: The blindfolded student needs to form a sense of trust. The sighted student needs to form a sense of respect for his peer.

Station Two

Put a thin layer of petroleum jelly on a pair of her/his sunglasses and ask the student to read an article to her/his teammate. An article from a local paper that is related to families could be used.

Object: This activity stimulates the frustration of cataracts and is also a bit painful. Hopefully, some empathy will develop.

Station Three

Tape a piece of notebook paper labeled with the appropriate class hour onto a table. Ask each student to use the hand s/he does not usually write with to do this activity. Have the student shape her/his hand in a crippled position and wrap it tightly with an elastic bandage. Then have student try to write her/his signature on the notebook paper.

Object: This activity gives the students an opportunity of knowing some effects of arthritis. Remind them that children can be afflicted by this disease.

Station Four

You will need a small waste paper basket, a large waste paper basket, bunched up newspaper, and a pair of crutches to do this activity. Have a distance of about twelve feet available. Ask your students to bend one leg as if it were in a cast. They can never touch the floor with this bent leg at any time during this activity! Fill the large garbage can with the bunched up newspaper. Using the crutches, have the student carry the large waste basket filled with newspapers over to the small one. Once there, each student should empty the large waste basket's contents into the smaller basket! After they clean up the mess, they should empty it back into the large basket and return it to its original spot.

Object: This frustrating experience is laughable! Students begin to appreciate the use of both of their legs and how difficult it is to balance and to do simple tasks.

Station Five

Blindfold one student and hand her/him a pin cushion with a needle in it and a spool of thread. Ask her/him to cut a piece of thread with some dull scissors and thread the needle while blindfolded.

Object: This has always been the most difficult activity of all. It is obvious that blind or partially sighted people are going to
(Continued on page 21.)

Global Education: Home Economics Teachers' Ethical Obligation

Janine Duncan
Home Economics Teacher
Urbana, Illinois

Why Global Education:

Within our society and our schools there is a general lack of global and historical perspective (Winn, 1984). Our students see themselves in their own world. They think their success and/or failure have no effect on our global society, nor does our global society affect them. Students see no relationship between their views of a global future and their images of their personal future (Wagschal & Johnson, 1986). Students do not think through global issues; they do not consider the consequences of each global issue to the point where they can be looked at as a personal issue (Wagschal & Johnson, 1986). What keeps students so self-centered? There is a need for education.

Our country, as well as all others, can benefit from more teaching and learning about each other. We need to teach toward mutual understanding by learning more about the world's common dreams, common interests, and common aspirations (Winn, 1984). There is a need to educate our students globally. By doing so, we raise an awareness and an appreciation of others in our world. We take our students from a self-centered perspective to a we-centered perspective.

In 1980, the Council on Environmental Quality stated, in its "Global 2000 Report to the President," (Vol. 1) (Peters, 1985), there is a need to educate people to the proper future use of the earth's resources by exposing them to the character and nature of the global community. In 1980, the National Council on Foreign Language and International Studies (Peters, 1985) stated that the introduction of international studies into public school curricula was a major organizational goal. In 1982, the editors of "Environmental Education Report" (Peters, 1985) stated that education must be expanded to develop student awareness of and exposure to natural and social environments as well as to different peoples of the world. By 1983, the state of Illinois had created an Advisory Council on Foreign Language and Inter-

national Studies (Peters, 1985). During the last decade, many learning activities, units, and strategies have been developed to help meet these demands. Teachers want students to rationally examine consequences. While using some of the aids available, teachers are able to facilitate the rational examination of consequences stemming from specific global issues. This may be achieved in many different classroom situations: social studies, science, language arts, and even home economics.

Relationship Between Home Economics and Global Education

C.H. Edwards (1977) stated: "There is a commonality between the social, educational, and family life problems of the United States and those of other nations" (p. 59). Edwards (1977) hit on the core of home economics when he stated the need for relationships to be developed with other nations. H. Cleveland (1986) listed several concepts relative to global education that have some relationship to home economics.

1. "their own basic human needs, and therefore the needs and aspirations of people everywhere." (Home economics teaches children about their basic human needs in relationships courses.)
2. "the interrelated global changes that will provide most of the context for their 50+ years of adult life." (Home economics helps children recognize the changes they will endure throughout their development in human development courses.)
3. "the rolling global readjustment in what people produce and consume and do for a living, which will affect the jobs and careers of each grown-up child." (Home economics helps prepare students for the changing job market by emphasizing flexibility throughout its curriculum.)
4. "the lesson from history that it is often possible for people and peoples, to resolve conflicts and work together." (Home economics teaches the importance of positive communication skills when resolving conflicts.)
5. "the cultural diversity and mandatory pluralism of a world with nobody in charge—and therefore everybody partly in charge." (Home economics

teaches the importance of working together, within the family, the workplace, and society.)

6. "the nature of leadership in such a world—since, whatever the issue, the USA is bound to be elected to the global executive committee that must deal with it" (p. 416) (Home economics teaches the importance of being a positive role model for friends, children, and as parents.)

C.H. Edwards (1977) also stated that "international service is the global dimension of the efforts of home economists to improve the quality of life" (p. 60). Let it also be said for home economics teachers that it is their service to the world to educate their students globally, helping them to gain an awareness of the quality of life of all other people. It is their responsibility to help the students realize the relationships between all other people and themselves.

How do home economics teachers go about doing this? How can home economics teachers adapt current curriculum to become globally centered? First, let's look at a series of questions adapted from the *Global Education Project*, Menominee County Intermediate School District (1987).

- Do you have a world map in your classroom?
- Do you point out on a map or globe cities and countries that come up in the course of discussion?
- Do you stress the need to know about the rest of the world?
- Do you point out international linkages in your local community?
- Do you point out similarities among the world's cultures when teaching about other countries?
- Do you point out that people can have different ways of doing the same thing, and that's okay?
- Do you have people from the community speak about other countries or cultures?
- Do you discuss current world events in class?
- Do you encourage students to think, dream and plan for the future they would like to see?

The following are examples of questions from an international perspective:

Why are parkas, turbans, and saris common garments for Eskimos, Arabs, and Indians, respectively?

How does climate affect dress?

Are there other reasons for that type of dress? Perhaps religion, status, or national costume may dictate particular clothing styles. Any other reasons?

How do vegetarians maintain an adequate supply of protein in their diets?

What is the percent of the world population that maintains a vegetarian diet?

Why do people live as vegetarians—is it necessity, choice, religion, habit?

Why would people choose such a lifestyle?

What might be some other pertinent questions?

Are the guidelines Americans follow for optimum health the same ones that are followed throughout the world? Why or why not?

What are the reasons that other people may not follow those suggested guidelines?

Is starvation only a worldly problem—or does only the United States have to deal with starvation?

How do starvation and malnutrition differ?

Are there ways each of us can help to remedy starvation and malnutrition—do we have the power to do so?

The following topics and activities may stimulate students to think globally:

1. Compare and contrast housing styles in the United States and housing styles around the world. Brick, wood, cardboard, mud, grass, cement, aluminum: Which of these are materials used in housing construction in the United States and which are used in other countries? How does income level determine peoples' level and style of housing? What does a country's population have to do with the people's housing type? How do tradition and values relate to a person's choice in housing, both in the United States and abroad?

2. In some areas of the world, a family's annual income may be as little as \$500. Do you think this is reality for any Americans? How can a family survive on such a small amount of money? List steps a family could take in order to survive. Make a priority list of items that would be a necessity for survival. How does this list of items differ from everyday lists of "necessities?"

3. Do families in other countries have dual careers? What are the jobs of family members in different cultures? How do expectations and sex roles differ between the American culture and other cultures throughout the world? Is there a discrepancy of workload between family members? Why or why not? In what other ways do families differ in our world, and in what ways are families similar?

In each area, clothing and textiles, foods and nutrition, housing and interior design, consumer economics, and human development and family relationships, there are a multitude of possible questions that can be asked, and/or answered to develop students' awareness of, and appreciation for, life at the international level. It might just open students' eyes

to the local concerns that are faced in their own communities.

Home economists are educated to deal with issues that relate to the global society. Home economists emphasize the importance of voluntary simplicity, appropriate technology, and balanced development. Home economics is a profession that is holistic and integrative (Murray, 1986). Home economics is a profession that focuses on actions, reactions, and interactions of the family. Home economics teachers have the responsibility to assist students to build bridges between their global society and their learning.

Global Education at Urbana Middle School: Hunger A National and International Problem

At Urbana Middle School, the home economics faculty are of the opinion that if we can get students to understand global concerns, it is likely that they will begin to care about those same issues at the local level within the community and hopefully, the school. Two issues that are global in perspective, yet definitely hit home in the Urbana-Champaign community, are hunger and homelessness. There are students within Urbana Middle School, as there are in all other schools, who might not have enough food to eat or a place to live. Before the students are able to deal with the issues of hunger and homelessness in Urbana seriously, it is crucial for the students to learn about these topics globally. It is only after their global exposure that they are able to ask "But what about the people in the United States, why doesn't our country help them?" Obviously, the direction of discussion begins to focus on what the United States is doing to help its citizens in need, what the Urbana community is doing for these people, and what still needs to be done.

Three years ago, we came across an exceptional resource that may be useful to teachers when addressing hunger in the classrooms. The information that is provided for teachers is a gold mine. The book is entitled: *Exploding the hunger myths: A high school curriculum*, by Sonja Williams (1987) and published by The Institute for Food and Development Policy, San Francisco, California.

To order a copy of this book, call or write:

Food First/Institute for Food
and Development Policy
145 Ninth Street
San Francisco, CA 94103 USA
(415)864-8555

We have found that there are many calendar events around which hunger units may be planned. October 16 is World Food Day. In recognition of that, home economics students have entered classrooms to peer teach their fellow students about hunger. (Students have found that it is much easier to teach students who are younger than themselves.) On this day, the home economics students were prepared to demonstrate to the others "How the World Eats." The teachers who signed their classes up for the demonstration were very pleased with the outcome.

Clearly another time of year for the issue of hunger to be addressed is at Thanksgiving. This past year, the Home Economics Department sponsored the community food drive. Home economics students created posters that were placed throughout the building; made and promoted the signing of a banner that said, "I Care About Ending Hunger"; delivered announcements about hunger and the food drive over the public address system; and collected and sorted food that was donated by fellow students and teachers. We, teachers and students, worked very hard to emphasize the importance of donating food because a person cares, rather than for extra credit. Students didn't like the idea of being bribed to do something for others, as though they wouldn't have been thoughtful enough to help on their own.

The last two springs, the Home Economics Department has promoted "Walk for Mankind," and has had a number of students participate. "Walk for Mankind" is sponsored by Project Concern International, an organization that works to educate people about the needs of individuals worldwide. This year, after having one thousand pounds of flour carried around the school by students in the Foster Parent Simulation, it was decided that the students would bake white bread and sell it to parents and teachers, and whomever else was interested. The money was then donated to Project Concern International (PCI). On June 4, we were pleased to present Jan Pritts, representative for PCI, a check for \$105, representing the 105 loaves of bread that had been sold. That money earned by the students and donated to Project Concern International will go toward educating third world families about the benefits of breast feeding, as well as proper nutrition for their children.

Urbana Middle School home economics students have grown accustomed to serving their community and their world, and realizing their contribution to their family of humanity. It is every teacher's dream to see students internalize what has been taught to them, and take action on it. In my opinion, middle school teachers may be privileged to observe this before most teachers of other levels. Middle

school students may need to have a push to turn on their caring side, but once they are going, it is truly a pleasure, as the teacher, to sit back and watch. This year three students have really taken the ball and run, so to speak. Antwon Booker, Brad Duncan (no relation to me), and Marques Stone met a great challenge by choosing to look to music for examples of work done on different family crises, and write a song of their own about a particular crisis. (The assignment was one of five different projects available to the students. The others included writing a research paper, writing a short story, reading a novel and writing a report about the story, and looking at poetry in a similar fashion to the music assignment.) The topic they chose for their rap (lyrics read to a beat without a melody) was homelessness. Written by Marques and Antwon, "B-Boxed" by Brad, the three became "I. O. U. on Homelessness."

I. O. U. on Homelessness

Now if you look at me you will see
I got a place to live in and something to eat
So think about the homeless, and give them a helping hand
They have no where to stay they eat out of garbage cans.
If you think this is fun, they got no money
They be using bottles and cans that people throw away,
Hoping for a better day.

They make their beds out of cardboard boxes,
using stone, sticks and rock.
So do you think they have alot?
So if there's a will or a way, please help today!!!
(Antwon Booker)

Listen and listen up,
Cause what I'm about to do is make a fresh cut
While the other MC's are saying word up.
I'm known as T-Love, the ruthless villain
If you don't help the homeless, yuz got to be illin'.

We can help them, and make them feel better,
Cause a mansion to them is like livin' in the ghetto.

So when you walk down a street and see an old man living poor,
Reach into your pocket and think about the Lord.

Cause I know I do, and I know you can.
And help your brother veterans in this land.
So when you see these people don't do them wrong,

Else you won't have a penny and how you livin' Hobbes?

(Marques Stone)

Teaching globally helps students to move from me to we; it teaches students that the world includes even their family. Hopefully it teaches students that there are many more similarities between us as opposed to all the differences students assume to be present between themselves and others. It also teaches students to open their hearts to others as well as looking at the hearts of those they consider "different." Two years ago, I had the opportunity to attend the XVI World Congress of The International Federation for Home Economics that was held in Minneapolis, Minnesota. On the last evening we gathered in the auditorium for "an evening of indigenous American entertainment." The finale of the program was a song performed by the Heartbeat Singers, whose lyrics, music and symphony arrangement were composed by Raymond Berg. "The Heartbeat of Us All" was especially written for the XVI World Congress to "emphasize our individual uniqueness yet to celebrate a oneness in global unity." It seems only appropriate to conclude with the lyrics.

THE HEARTBEAT OF US ALL

We've come from many different places, distant lands
Come together, woven out of many brightly colored strands
Our tongues as strange as the shades of skin we wear
It's so easy to forget there's something deeper we all share
When we can look beyond the surface we'll see that one small thing
The common thread, the single song that all our bodies sing
Only then we'll bridge the miles that keep us apart
If we can stop and listen to each other's quietly beating heart.

Everywhere there's a sound
Put your ear to the ground
Wake up to what's around
A pulse is beating
It's old and it's young
Like a song when it's sung
It's in all of us, everyone
It keeps repeating
It's the spark down deep that keeps the fire burning
Thru the dark and light it keeps the whole world turning

It's the American Heartbeat
Listen to its call
It's the American Heartbeat
And the Heartbeat of us all

It pounds and it beats
It echoes and repeats
On the backroads and city streets
You can hear it
And the rhythm of our song
It keeps us standing strong
You can feel it

It's the American Heartbeat
Listen to its call
It's the American Heartbeat
and the Heartbeat of us all

It's the American Heartbeat
It's time to make a start
Just take a moment and listen
to the beating of your heart.

International Heartbeat
Listen to its call
International Heartbeat
It's the Heartbeat of us all
International Heartbeat
It's time to make a start
Just take a moment and listen
to the beating of your heart

To Our Friends
Gute Nacht

Good Night
Bonne nuit

Copyright International Federation
of Home Economics (1988)

Bibliography

- Checking your classroom's global connections. (1987). *Global Education Project*, Menominee County Intermediate School District, Menominee, Mississippi.
- Cleveland, H. (1986). The world we're preparing our schoolchildren for. *Social Education*. 50(6), p. 416-23.
- Edwards, C. H. (1977). A new look at international service in home economics. *Journal of Home Economics*. 69(4), p. 58-61.
- Murray, E. C. (1986). The family: The global nexus for home economists." *Canadian Home Economics Journal*. 36(3), p. 102-05.
- Peters, R. (1985). HELPing Students perceive the global community. *Contemporary Education* 67(2), p. 90-91.

Wagschal, P. H., & Johnson, L. (1986). Children's views of the future: Innocence almost lost. *Phi Delta Kappan*. 67(9), p. 666-69.

Winn, I. J. (1984). Cold war echoes in American children. *Phi Delta Kappan*. 66(4), p. 288-89.

• • •

(Continued from page 16.)

lose buttons. You may want to use a stopwatch to see who can accomplish this the fastest (or compare their times sighted and blinded).

Station Six

You will need a throw rug, a hanger, a shirt or sweater, a wheel chair and a separate chair for this activity. This is a very hard activity to do accurately but your students will appreciate the incredible will power the wheelchair patient must attain to have an active lifestyle. Situate the chair next to the wheel chair. Have the students move from the edge of the chair to the wheelchair WITHOUT THE USE OF THEIR LEGS! The average student does not usually have the upper body strength to do this but I have seen it done occasionally. Have the student direct the wheelchair over the crumpled rug to a spot where you have the shirt and hanger and place it on a hook that is up too high to reach comfortably. Point out to the students how you would have to adjust even your clothes closet to accommodate your condition. You can easily add to this adventure! Have the student put something in a drawer that is a bit too high or balance something that is slightly out of reach. They should return the wheelchair to its previous spot and move back into the chair beside it.

Object: Of course this is the activity everyone wants to do first! Be a good sport and try to demonstrate it. You will not be entirely successful but they will appreciate your willingness to try. Make sure the wheelchair has its brakes on when you are shifting from one chair to the other.

Give your students the opportunity to express their reactions to these activities. As a homework assignment, have them write about their experiences. Some possibilities of questions are: Of all the situations you experienced, which one was most frustrating and why? Write about someone you know who is "handicapped" and/or one who is handicapped. What is the difference? If you had to have a handicap, which one would be the least frustrating? Why? • • •

Teens Helping Teens: A Teen Parent Support Bazaar

Deborah Tamimie
Home Economics Teacher
Urbana Middle School
Urbana, IL

Home economics classes have often been involved in service projects such as visiting nursing homes, volunteering at local hospitals, sponsoring a child during the holiday season, sending food baskets to the needy, and holding food and clothing drives to name just a few. Urbana Middle School students chose to assist teen parents, some close to their own age. A teen parent support bazaar to provide new and used toys was planned to help ease the cost of holiday gift-giving.

Many teen parents are single and live at home with their parents. In addition to attending school each day, many work part-time earning minimum wage. This limited income must help to pay for child care, clothing, food, and transportation. The bazaar attempted to lessen the stress of the holiday season.

The bazaar was advertised in the school newsletter and on the local cable television channel. The social workers in the schools helped distribute bazaar invitation flyers. Students who knew teen parents handed out personal invitations to them. (See below.) The toys were donated from a variety of places.

Students, as well as teachers, searched through their closets and attics to locate used toys still in good condition. Local businesses also donated toys. Students were amazed at the variety and amount of toys donated.

All of the home economics classrooms were set up for the bazaar. One classroom served as a mini-nursery school. Students planned and implemented a variety of children's activities suited for different ages, as well as prepared and served nutritious snacks. Enthusiastic students kept the children busy and happy while their parents "shopped" for toys. Another classroom served as the toy room. Toys were displayed according to type and age. Students provided free gift wrap service after the toys were

selected. While the gifts were being wrapped, the teen parents moved to another classroom for refreshments. Videos focusing on various aspects of child care were shown as the parents enjoyed the opportunity to have "free" time while the children were supervised by the students. Numerous parenting pamphlets such as ideas for preparing healthy meals and snacks, home safety, health care guides, and quality toy selection were available for them to take.

Free transportation was provided by our principal to and from the bazaar. Our students donated their time and energy toward making this community service a success.

You are invited to attend the first annual
PARENT TEEN SUPPORT BAZAAR

Saturday, December 9
10:00 - 12:00 Noon
at Urbana Middle School
Rooms 153, 154, and 156

Please come with your child. We have designed these activities especially for all of you. Here is what you can look forward to:

- New and used toys for you to choose for your child in time for Christmas
- Gift wrapping
- Information on parenting
- Entertainment and crafts for your children
- Refreshments

Babysitting will be provided

Free transportation is provided for you. We will leave the parking lots at 10:00 A.M. We will pick up at the following locations:

Douglass Center in Champaign
Franklin Middle School in Champaign
King School in Urbana

EVERYTHING IS PROVIDED FOR YOU AND YOUR CHILD FREE OF CHARGE, INCLUDING THE TOYS!! •••

Real Life, Real People, Real Caring: What Home Economics Is Really About

Janine Duncan
Home Economics Teacher
Urbana, IL Middle School

When I think about what kind of skills I want my students to be equipped with when they leave my classroom door for the last time, my mind takes me into the future when they would be adults. My wish for my students is that they lead happy, healthy, productive lives. I wish that they might all know what it is to feel. I wish that they will be able to give and receive love and that they will be loved, truly loved, for who they are. I hope that they take time to simply "be"; that they will allow themselves time to think, daydream, and ponder life and what is around them. When it comes right down to it, I want them to experience life to its fullest extent. When I return from my visions, I realize that not all of my students will experience this type of life; some students do not have any role models that might demonstrate "real life" for them. (Real life is in quotes because that is strictly my opinion. . . though I do hope that I am not alone in my dreams!) It seems to me, that one of the greatest things teachers can do for their students is demonstrate these affective skills—teach students how to care, love and be loved. It seems to me the most natural setting for this teaching to take place is within the home economics classroom. It is there that real life issues are taught and discussed, feelings are shared, and dreams are unveiled—even at the middle school level.

When I mention to people that I teach eighth grade students the response I get is quite negative. People tell me that I must be very brave to put myself into that situation, for they remember themselves at that particular age. A nurse at my doctor's office recently told me of her child, who is now entering the seventh grade, and how a year or two ago the child was very nice but suddenly has become quite mean and angry. For all of you who teach middle school, I am certain the reactions you receive are very much the same. The general consensus is that students at the middle school level are typically mean and selfish. My experience, however, has been quite different. I've found that when students are

given the opportunity to care, they seize that opportunity and take full advantage of it. Note the use of the phrase "given the opportunity." It seems that often children are perceived by adults to not care; there is no use expecting them to give of themselves, because it is just not part of their nature. In my mind, children are the one group of people who will give of themselves freely, if encouraged, and given a chance.

An example.

In October of 1989, my sister received word one morning that our mom had died. She had no details, no information except of mom's death. She left her office and located me at one of the local churches (where we were training student mediators that day). We then stopped by school to let the office know and arranged for substitute teachers for the week, then went to my husband's office to let him know so all three of us could plan for our unexpected trip to Chicago. As our very emotional journey began, so did it for my students.

The next day, Marilyn (my colleague) went into all of my classes to tell them what was happening. She explained to them what she could about "Janine's relationship with her mom." Marilyn made a point to tell them that Janine and her mom had just begun a friendship—something that occurs after children become adults. She spoke to them about empathy and sympathy and how these two feelings differ based on what a person experiences or does not experience, respectively. She had the students share with their classmates their personal experiences with loved ones dying. She took advantage of a "teachable moment" to point out to students that this is just one type of crisis a family experiences, and that certainly, Janine's family has already begun dealing with this particular one. (Marilyn thoughtfully referred to me as Janine, not Mrs. Duncan, because Marilyn's friendship is with Janine.) Marilyn gave the students the opportunity to design cards and write notes to me. She provided the students with an opportunity to show that they cared. Below are only a few of the messages that were written; it would have been impossible to include the 100+ I received from all of the students.

"Remember, life goes on even though you think the worst has happened. You're

always there for me, it is my turn to be there for you. Love Always, P."

"Need a Hug? I have no memories of anyone in my family dying, but I know you must be hurting. E."

"Mrs. Duncan, in a way I sort of know what you are going through. In November of 1987, my grandfather died. I wasn't very close to him, and I sort of regret it. I really wish I was closer to him. Also, in January of 1988, a very close family friend died. We were extremely close to him. I miss them both very much, and I know you miss your mother. I still sometimes get upset about it, and I know it's O.K. to let out your feelings. It also helps to be open and share your feelings with others. It really helps! We miss you and hope you will return soon! Love J.C."

"You never know how much you miss and love someone until they're gone forever. I'm sorry. A. K."

As I stated earlier, all students need is a chance, an opportunity to show that they care. Because of everything that needed to be done in Chicago, I made certain I wrote them back before I returned. Here is my reply:

"Hello Everyone!

I hope all of you are enjoying (or did enjoy) your day off! In Chicago today, it is a beautiful, sunny day. The temperature is very crisp—it feels like a picture perfect autumn day would!

I'm writing to thank all of you for all of the beautiful cards that were sent along with Mrs. Mastny when she came up on Saturday. I must tell you that I thought you would do that; all of you are very sensitive people, each in your own way. My four brothers and sister were surprised that eighth graders would say such neat things...they haven't been around eighth graders in a long time!

Since Wednesday morning, all of us have been operating on "automatic pilot." We have done everything that needed to be done. We called relatives; we called mom's friends; we called our friends; we cleared her desk at work; we picked out a cemetery plot; we arranged the funeral; we're dealing with her paper work—insurance and bills and stuff like that; we wrote thank you notes to all who were here for us; we wrote letters to those who were not here to tell them mom died; and we are deciding what to do with all of her possessions. Our mom was very clear about us choosing what we wanted. On visits when all of us were together, she'd always want to know what we wanted when she died...I suppose many parents are like that.

The toughest time for all of us will be leaving the apartment where mom lived. That will be so final, because we will never return again to visit her or see things as she had them. I know for me that will be very, very difficult. All of us are wanting to linger here, to avoid dealing with that time...something to note...even adults try to avoid painful things.

For me, it has been interesting to watch my family. I click between first person and third person. At times I have been an active participant in what is going on, and at another moment, I will find myself watching what is taking place. It makes me very sad to watch my siblings grieve; I feel badly for them and their loss...kind of how you feel for me in my loss. The next moment we're all together grieving our loss. We move very frequently between how "I feel" and "we feel." Does any of this make sense? If it doesn't, don't feel terribly bad, I hardly understand it myself!

The one thing we are very thankful for is our senses of humor. When Dave and I picked up my oldest brother, Mark, from the airport, he told us of an article he read in which Rob Reiner was interviewed. Reiner made the statement that laughing and crying are one in the same. They both vent emotions, so they (emotions) are not bottled inside. Mom always appreciated Mark and Mike because they always knew how to make her laugh...they do a good job for the rest of us as well and we do that for them too!

I will be back on Monday, October 16—I couldn't miss the field trip! We will talk more about this, my mom's death, death in general, relationships and how families relate to one another—before and after major family crises. This kind of stuff is what home economics is all about! (Hey, I'm always a teacher, right!?)

Have a good week, be good, and I'll see you Monday, and remember, I love you guys too!

Mrs. Duncan"

The real challenge for teachers is learning how to be a good role model, how to care and demonstrate it effectively and how to care. What this really requires is for teachers to share themselves with their students; to be open enough so that students might get a glimpse of how teachers think and feel and what it takes for that teacher to do that. It is important to draw the line between dumping and sharing. Dumping is unloading things or events from your life that serve no purpose when told to students. Sharing is done with great thought and the information provided is for the students' benefits.

(Continued on page 27.)

Developing A Coalition on Teen Pregnancy Prevention

Marilyn Mastny
Home Economics Teacher
Urbana, IL Middle School

As our home economics program became more student-centered, we rediscovered the "at-risk" population. Many thirteen year olds were sexually experienced or about to be. To help guide us in serving our young people, we formed a coalition that included

the agencies in town that deal with teen pregnancy. We combine our efforts and formed a coalition. We felt that the coalition would help our school and community work more effectively. Jane Scherer and Karen Zotz, Cooperative Extension Service, shared the process of setting up a coalition at an Illinois Home Economics Association meeting. Their contributions and our adjustments may help you, the reader, to develop your own community coalition.

Our initial letter was addressed directly to those services.

Urbana Junior High School

1201 South Vine Street
Urbana, Illinois 61801
217/384-3685

Dear _____:

Urbana Middle School (UMS) would like to initiate a comprehensive, coordinated adolescent pregnancy prevention program. We intend to form a council to accomplish this.

As a start, we feel it is important that we assess existing services and resources in our community.

1. What services exist?
2. Who provides it?
3. How is it funded?
4. What is the program's reputation?
5. Is it adequate, excellent or in need of review?
6. What is the staffing?
7. What is the training of the staff?
8. Is it known and used by the teens in the community?

It is imperative that our council does not become a competing service provider with existing agencies. After the community survey is complete, the council can begin to develop its goals, objectives and strategies for addressing prevention.

As a representative of a service providing organization, would you be willing to become a member of our council? Our first meeting will be a luncheon on Friday, February 24 at UMS in room 153 at 1 p.m. At that time we would like to accomplish two goals. The first goal is to give an opportunity for each of the service providing organizations to address the eight points mentioned earlier. The second goal will be to identify individuals from a variety of agencies and organizations to serve on our council.

The time has come to blend forces in our community. We would love for you to become a part of it. Please let us know by Friday, February 10th if you will be able to attend our first meeting.

Sincerely,

Marilyn Mastny
Home Economics Instructor

Henry O. Meares
Principal of Urbana Middle School

After your initial agencies are in place and their existing services and resources are assessed, you will be ready to include the other components of your coalition membership.

The organizational model for our coalition was:
 1/3 of the group should have access to money
 1/3 of the group should have expertise
 1/3 of the group should be workers to implement the program

Obviously, the target group of the coalition should be adolescents. The balance of task forces is important. You will want to consider a representative from any groups such as:

parents	peers
medical professionals	media
neighborhood groups	businesses
churches	agencies
legal/government	schools
representatives	

The suggested agencies/individuals/organizations to include in a local coalition include:

- *Community Services Organizations (Rotary, Kiwanis, Optimist)
- *Corporate Leaders
- *Recognized Volunteer Leaders
- *United Way
- *Health Department
- *Department of Social Services
- *Hospital Representatives
- *Clergy Representatives
- *March of Dimes
- *School System
- *School Board Members
- *Elected City/County Officials
- *Medical Society
- *Junior League
- *Medical Auxiliary
- *PTA
- *Regional
- *Family Planning Council
- *Media Representatives (Print, Electronic)
- *State Legislators
- *Red Cross
- *Planned Parenthood
- *AAUW
- *Boy's Club
- *Fraternities/Sororities
- *Childbirth Organizations
- *Baptist Children's Home
- *Rape Crisis
- *United Family Services
- *Head Start/Preschool Programs
- *Salvation Army

- *Girl Scouts
- *Council for Children
- *Lutheran Family Services
- *Catholic Social Services
- *La Leche League
- *Jewish Social Service
- *Family Services
- *Volunteer Action Center
- *Children's Home Society
- *Urban League
- *YMCA/YWCA
- *Girl's Club
- *Mental Health Center
- *Drug Education/Prevention
- *Crisis Pregnancy Centers
- *Toughlove
- *Youth Services
- *Legal Aid Services
- *Boy Scouts
- *Youth Council
- *4-H/Ag Extension
- *Area Health Education
- *Contact/Telephone
- *Housing Authority
- *Methodist Counseling
- *Vocational Rehabilitation
- *League of Women Voters

MUSTS!

After you have identified and contacted your membership, you will want to decide upon your general function. Listed below are some possibilities with a sample list of projects that other councils have found to be successful. Remember it is important that your coalition does not become a competing service provider with your community's existing agencies.

ADVOCATE: To support and encourage programs and strategies that affect adolescent sexuality, pregnancy and parenting.

1. Advocate for participation of teens on boards of youth serving agencies
2. Let's Talk Month (National Family Sexuality Education Month)
3. Advocate Health Clinic on wheels
4. Poster campaign to promote "It's okay to say 'No Way!'"
5. School Based Clinics
6. Day care
7. Alternate Schools

CATALYST: To plan, implement, and evaluate pilot programs that can be channeled to establish service providers at appropriate times.

1. Teen Hot-Lines
2. Middle School Health Fairs
3. Peer Hotline
4. Develop policy and procedures statement for pilot project
5. Parents It's Time to Talk

FACILITATOR: To serve as a resource and referral center.

1. Develop and distribute pocket referral cards
2. Local Agency Resource Directory
3. Develop procedures manuals for community projects and programs
4. Community Membership Drive
5. Summit Conference of providers

COORDINATOR: To facilitate and assist providers.

1. Coordinate quarterly Agency to Agency Roundtable
2. Provide Advisory Board for Local Family Life Education Group
3. Coordinate Seminar on Adolescent Health with area agencies
4. Let's Talk Month

AWARENESS: To provide information concerning adolescent sexuality, pregnancy and parenting.

1. Collect statistics on adolescent pregnancy
2. Financial report on adolescent pregnancy
3. Annual Meeting
4. Print quarterly newsletter coordinating information, services and programs regarding adolescent pregnancy
5. Information/Awareness presentations:
 - Church youth group directors
 - Campus ministers, university/college campus
 - Medical societies, OB-GYN, family practice
 - Women's Clubs/Men's Clubs
 - County Commission
 - City council
 - School Board
 - PTA, elementary, middle schools
6. Media awareness luncheon for radio and TV executives with directors of community relations

Our coalition has been in place for over a year. We look forward to our monthly meetings and all the

information they provide us. Here are some hints which you might benefit from:

1. Plan on some sharing during each meeting. There is always something going on that you should know about. This also allows you an opportunity to discuss what is going on in your department.
2. Let other people in your community know what you are doing. Invite them to attend a monthly meeting.
3. Meet regularly at a specific time and on a specific day of the week. It is easier for all of you to remember. Try to provide some refreshments.
4. If you have a conference room at your school, hold your meetings there. We prefer them before school (7:30-8:20 a.m.).
5. Send out reminder letters or postcards of your next meeting date, approximately one week before they happen.
6. Enjoy each other! These people are wonderful and will be a wonderful resource. You all have something in common. . .you care about the young adults you are helping.

Summary

One of the highlights of my year has been networking with agencies outside of the school system through our Teen Pregnancy Prevention Coalition. We had the opportunity to take our monthly meetings to an exciting new beginning. Juliana Helmke, the Program Coordinator of Outreach Services of the Child Adolescent Program for Champaign County, was able to secure funds to host a symposium dealing with teen pregnancy and related issues. She was able to invite representatives from middle schools and high schools in the county as well as specific related agencies. We had an exciting turnout! It was a wonderful way to get input from a variety of service agencies (including schools) to make best use of our combined efforts. We will be sending the results of our day out to its participants this fall. I would encourage you to follow this important lead. The bridge building it is providing is well worth the efforts your group will make. •••

(Continued from page 24.)

Opening oneself up to students requires some risk-taking, which, in front of eighth graders might be one of the most frightening things a teacher faces. However, the risk is greatly out-weighted when a teacher sees students caring about themselves and the others around them. I will continue to dream about my students who become real people, with real lives, who really care—and isn't that what home economics is really about? •••

Parenting Simulation: Teaching Responsibility and Universal Care-Giving

Janine Duncan,
Home Economics Teacher
Urbana, IL

Home economics students have been participating in parenting simulations for a number of years. They have learned the reality that parenting a child is a difficult job that lasts all day and night, every day, for years on end. There are really no breaks, there is never a time when a parent does not feel the sense of responsibility toward his or her child. Parenting is a job that lasts virtually until the end of the parent's life. Home economics students are able to get a mere glimpse of this responsibility by participating in a simulation that lasts for a limited number of days or weeks. Some students participate by taking responsibility for an egg; others a flour sack; and still others with plants. Regardless of the method, the message remains quite clear: Children are our world's most valuable resource; the skill of the caregiver directly reflects the outcome and success of the child.

At Urbana Middle School, all the eighth grade students participate in a parenting simulation that lasts from one week to ten days, depending how each semester flows. The students carry a five pound sack of flour, wrapped in a paper bag for added durability, to simulate the weight of a newborn. The students are responsible for these "infants" twenty-four hours a day for the duration of the simulation. These "children" must be taken to all classes, except physical education, in which case they are brought to the home economics day care center while "mom" or "dad" is working out. The "children" must be picked up and both parent and child must arrive to their next class on time. The stipulation for the assignment is that the "children" should be taken home with their parents. Realistically, it is difficult to detect all who may have been locked in their parents' lockers overnight. Students are evaluated on their participation in the simulation. Was the "baby" left at home, in another class, or in their locker? Did the "child" suffer from any form of

abuse? Were there any eye-witness accounts, teachers or other students, of abuse? Was the flour sack found damaged with holes, tears, etc. after being returned to the teacher?

In order for the simulation to function smoothly it is important to enlist the help of two very important groups of people: the students' parents or guardians and the faculty and staff of the building. At Urbana Middle School, the faculty and staff are very supportive of the project. They have been given the role of the community members and help to simulate the responsibility the community is obligated to take in cases of child abuse and neglect. Because they are designated as mandated reporters of child abuse and neglect, their role during the simulation parallels their role in real life situations. The faculty and staff are notified of the upcoming parenting simulation a few days before it begins and are supplied with a list of new "parents" and incident report forms in the event they witness any cases of abuse and/or neglect. The following is an example of the letter that all faculty and staff members receive, as well as a sample of the incident report form.

Dear Faculty and Staff,

On Monday, November 27, the Families classes will begin their parenting simulation with their flour sack children. The students will bring their children to all classes, and generally be responsible for their children 24 hours per day.

If a student is mistreating, neglecting or abusing a child, please take time to fill out the attached incident report form. This report will simulate the community's responsibility in identifying cases of child abuse and neglect and hopefully emphasize to the students the realities of parenting responsibilities.

These children are not to disrupt your classroom situation. If a problem arises, please contact me by dropping a note in my mailbox. If you have more

than one child in your class, it may be of benefit to you to set up a play pen area in the back of your classroom. The power of suggestion is enough for its creation! During the students' P.E. classes, there is a day care facility in room 154, just as there is in area exercise centers. However, it is up to the student to drop off his or her child and be on time to class, as well as pick up his or her child and get to his or her next class. (Realistically, parents get fined heavily for their tardiness when picking children up from day care facilities.)

The project will continue until Wednesday, December 6, _____. The "student parents" are listed on the following page.

Thank you very much for your support--it is greatly appreciated!

Sincerely,

Janine Duncan

STUDENT-PARENT: _____
DATE: _____
ABUSE _____ NEGLECT _____ (CHECK ONE)
DESCRIPTION: _____

STUDENT-PARENT: _____
DATE: _____
ABUSE _____ NEGLECT _____ (CHECK ONE)
DESCRIPTION: _____

STUDENT-PARENT: _____
DATE: _____
ABUSE _____ NEGLECT _____ (CHECK ONE)
DESCRIPTION: _____

STUDENT-PARENT: _____
DATE: _____
ABUSE _____ NEGLECT _____ (CHECK ONE)
DESCRIPTION: _____

**Return all reports to Duncan's mailbox, or bring to room 154.

Gaining the support of the students' parents and guardians is also crucial. The parents are asked to

share their expertise with their children and to avoid taking on the responsibility of the flour sack child themselves. Parents and guardians receive a parent awareness form that provides information about the project and are asked to sign it and have their child return it for credit toward the project (see below). The majority of Urbana parents have completely supported the parenting simulation, some have even suggested ideas that would make it more difficult on the students! There are some parents who disagree with the idea of the simulation and feel it does not help teach a student parenting responsibilities. This year there have been three students out of the three hundred thirty students in the eighth grade whose parents have withheld them from this activity in accordance with Illinois House Bill 2634. The bill allows parents to pull their children from any family life education unit or class. Included are two examples of the parent awareness form. One form is for a parenting simulation, the other is for a foster parent simulation. With either awareness form, the project remains the same. The difference is the possible audience with which the teacher is dealing.

Parenting Simulation Form

Dear Parents and Guardians,

As you have probably heard, your son's or daughter's parenting simulation is beginning! Your child is experiencing the responsibilities of parenting all day, every day, from Monday, November 27, _____, until his or her class period Wednesday, December 6, _____.

During these days of parenting, students are expected to take their flour sack children with them to all classes. The teachers at Urbana Middle School have been most receptive and responsive to the project, for they are well aware of the growing problem of teenage pregnancy.

After school, the students' responsibilities do not end; they are required to take their children home with them. (This is where you parents and guardians come in.) At home, your child may ask you to care for his or her child. Please do not burden yourself with this project--these grandchildren are not meant to be a burden to their grandparents. However, please share with these new parents your bits of wisdom acquired over your years of experience.

It is important for students to understand the huge responsibility it takes to be a caring and positive parent before they have children of their own. The statistics in Illinois alone are startling:

529 babies were born last year to teenage parents ages 15 and younger.

21,000 babies were born last year to teenage parents between the ages of 15 and 19. (That is 12 percent of all births last year in our state!)

Please note the emphasis on parents: it took both boys and girls to create such statistics! In class, the responsibilities of both parents are being emphasized.

Generally speaking, children learn when the need arises. When a child wants to purchase an item, s/he learns to earn and use the money necessary for the product. When the child splits his or her pants, s/he then has a reason to learn how to mend. When teenagers become pregnant or contribute to someone becoming pregnant, they begin to understand that "it" really can happen to them. It is my hope that the burden of parenting a flour sack child will be enough for students to say no to early parenting, either by abstention or conception control.

If you have any questions or comments concerning this project, please call me at 384-3685. Thanks for your support--it is crucial for the success of this project.

Sincerely,

Janine Duncan,
Home Economics Teacher

25 pts. earned when returned by Monday, Nov. 27, 1989.

PLEASE SIGN ON THE LINE BELOW, INDICATING YOUR AWARENESS OF THE PROJECT.

Foster Parent Simulation Form

The students of the Wildcats are starting a special project next week, April 2-10, that will be of interest to you and your family.

It is difficult for many students to visualize the responsibility of parenting an infant. They can learn how to diaper, feed and burp a baby but the 24 hour a day commitment is hard to foster in a classroom!

I would appreciate your support in an effort that needs to be shared between us. Your child will be asked to "foster parent" a personalized flour sack baby for one week. Students will be asked to carry this "infant" everywhere with them: to class, on the bus, and at home. Obviously, it won't wake up in the

night or need a new diaper, but the flour sack should be held as if it were alive.

You may offer to babysit on the weekend, but don't inconvenience yourself! All students must be ENTIRELY responsible for each week day at school. At the end of the week they will be writing about their experiences. They will also get points towards their grade by having you sign this form. Please give it to your child to return as soon as possible.

Thank you for your support.

Janine Duncan
Home Economics Teacher
384-3685

STUDENT'S NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

COMMENTS/QUESTIONS: _____

Throughout the simulation, class time is spent studying the various responsibilities of parenting. Teen pregnancy and parenting are discussed. Positive parenting, the difference between punishment and discipline, child abuse/neglect prevention, and parent-child communication skills are practiced.

Emphasis is placed on the all-important loving and nurturing skills that are the heart of healthy parenting. Because there are children who don't experience these positive parenting skills it is important to compare and contrast children who are products of healthy parenting and those who are not. It is important to teach students their responsibility to those children who are neglected and abused. The important point students must recognize is that parenting skills are universal caring skills. Whether or not the students become parents, they will likely be aunts, uncles, friends of people who are parents, coaches, and/or may unknowingly become role models for children they may hardly know. If children truly are our world's most valuable resource, we owe it to the children of our world to teach students healthy, responsible parenting. •••

Our Environment: A Home Economics Issue/Concern

Debbie Tamimie
Home Economics Teacher
Urbana, IL

Can you guess how much trash the average family throws out each week? If you guessed seventy pounds you're correct. That much trash for one week would weigh as much as a car in one year!

Newspapers and television are informing us of the growing problem concerning the need for additional landfill space to dump our trash. Are we really the "disposable society"? Is it too easy for us to buy, use, and discard disposable products such as styrofoam cups, plastic forks, diapers, razors, or food containers? Recycling things such as plastic, paper, glass and aluminum is one way to work toward reducing our enormous garbage load. Recycling not only reduces solid waste but also saves natural resources and energy, thus preserving our environment.

The home economics class is a prime area to introduce the concept of recycling. Students can become leaders in their efforts to create a positive change at home, school and in their community. When recycling and its efforts on our environment are taught, students can take an active role in evaluating what steps are being taken by themselves and others to maintain and improve our environment. Following are activity ideas to aid the home economics teacher in preserving this environmental issue.

Paper Recycling: A Student Effort

Seventh grade students at Urbana Middle School initiated a recycling project aimed at collecting discarded classroom paper. Students painted boxes discarded from the school office, designed a logo ("Recycling Saves Trees"), and distributed them to the various classrooms. One day every week these students collect and empty the discarded paper into a large container provided by the local community recycling center. The recycling center picks up the paper waste and sends it to be recycled into products such as newspaper, paper towels, and notebooks.

Over 4236 pieces of paper were discarded the first week. Students started to discuss ways in which

paper could be reused such as using both sides of the paper, using pencils when possible in order to erase mistakes, and using returned homework for scratch paper. When all of the classrooms, offices, and workrooms are recycling paper, the students' goal will be met.

Students also held a contest in which they used their creative talents to design and display recycling posters from discarded file folders. The design had to include a drawing and information to inform other students and teachers about positive environmental effects from recycling. The best poster was selected and a local business agreed to donate outdoor billboard space and use it to advertise the student's recycling message.



Styrofoam Use in the School Cafeteria: A Student Concern

On what type of material does your school food service serve student and staff lunches? If the material used is styrofoam can you guess how many pieces are used and discarded each day in your school cafeteria? Many school districts that once used washable plastic trays have converted to using styrofoam products. Hot lunches, salads, soups, as well as beverages are being served on or in styrofoam products. Plastic eating utensils have replaced the stainless steel ones once used.

My home economics students examined the wide use of plastic in our society. Advantages and disadvantages as well as alternatives to using styrofoam and disposable plastic were explored and debated.

Advantages

- keeps food warm/cold longer (fast food packaging)
- no cleanup such as washing and drying (no cleaning products or water needed)
- fairly inexpensive to purchase (styrofoam cups and plates)
- helps to retain the shape of food
- some packaging can be washed and reused

Disadvantages

- pollutes the air when burned
- takes up limited landfill space
- no bacteria or fungi capable of decomposing it
- some made using chlorofluorocarbons (CFS's) which contribute to depleting the ozone layer
- not being recycled in most areas of the country

The home economics students undertook the task of collecting, cleaning, sorting, and counting all the styrofoam discarded during their lunch period for one day. Needless to say, this was a messy and smelly activity! After totaling the amount of plastic discarded for one day, the students calculated how much styrofoam would possibly be used for one week, one month, and for an entire school year.

The results were astounding! In an effort to inform the entire student body concerning the environmental effects from using plastic, the students designed a showcase displaying their results. Concerns about the use of styrofoam in the school cafeteria were expressed by students to the local newspaper, the school administrators, the food service director, the school newsletter and the school newspaper.

The home economics students took the lead in an effort to educate other students about how and why our environment is precious to everyone. This topic lends itself to an interdisciplinary approach. Science classes can research how plastics are made and their effects on the atmosphere, English classes can start a letter writing campaign to state and local officials expressing concern about plastics, and even history classes can look into how the use of plastic has evolved. Home economics students are now asking the local fast food restaurants to "hold the styrofoam" when ordering their meals!

Below are some ideas that I have used in my classroom adapted from materials published by the Illinois Department of Energy and Natural

Resources, Division of Solidwaste Renewable Resources, 222, S. College, Floor 1, Springfield, IL 62704.

Activity RECYCLING EMBLEMS

Rationale: The recycling emblem on food products informs the consumer that the packaging is made from recycled materials or the packaging can be reused.

Procedure: Students will locate food products at home that bear the recycling emblem.

Learner

Outcome: Students are able to recognize products in packages made of recycled paper-board or packages that can be reused.

Activity: DON'T WASTE WASTES

Rationale: The average American family throws away various types of waste much of which is reusable and recyclable.

Procedure: Students will sort through their waste at home and categorize the waste into reusable and recyclable items. Students will calculate the percentage of wastes that are recyclable vs. nonrecyclable.

Learner

Outcome: Students will create an awareness of recyclable and nonrecyclable waste.

The following are ideas for classroom activities that focus on recycling:

A. Recycling (paper, metal, glass)

1. Ask students to bring examples of packages and products that display the recycling emblem (paper egg carton, cereal box, clothes detergent box).
2. Visit a local grocery store and identify products bearing the packaging emblem.
3. Take a field trip to the local recycling center in order to see what materials can be recycled and how this is done.
4. Initiate a school-wide paper recycling project. Provide classrooms with discarded boxes that have been decorated by students with recycling logos. Students can collect discarded paper once a week.

5. Demonstrate how to make recycled paper in your classroom.
6. Sell stationery and cards made from recycled paper as a money-making project.
7. Use the school public address to inform the students the environmental benefits of recycling.
8. Develop a graph for the student body to see charting the amount of discarded paper collected from one classroom for one week, one month, and the entire year.
9. Design a "monster" sculpture of various products found at home that cannot be recycled. Display the sculpture in a location at school where students can observe it and display posters stating the negative environmental effects from these products.

B. Plastic and styrofoam

1. Initiate a letter writing campaign focusing on the use of styrofoam in your school district or at local restaurants. The letters using a business letter format could be written with the aid of fellow English teachers.
2. Write letters to local city council members, state legislators, retailers, and the local newspaper stating individual concerns about the overuse of plastic and how it is hazardous to our environment.

C. Community Involvement

1. Invite a representative from the local recycling center or from an environmental group to discuss how and why materials should be recycled.
2. Plan a poster contest focusing on recycling and its benefits to our environment. Display the posters in a local store, at a shopping mall, or ask a local business to sponsor the "winning poster" on an outdoor bill board.
3. Students can identify someone in their neighborhood who is not recycling at home. Students should design a "mini" lesson plan to inform their neighbor about how to begin recycling and its benefits to the environment.
4. Present a prize to the student that "converts" the most neighbors to begin recycling their waste.
5. Plan a "plant a tree day" in honor of the trees saved from recycling the discarded paper at school.

D. Other Activities

1. Read the local newspaper and various magazines to discuss topics that focus on solid waste and solid waste management.
2. Ask other departments such as English, Science and Math to help create an interdisciplinary approach to the subject of recycling. Focus on recycling in all of these classes for one day.

Resources

The following is a list of resources from which you could obtain ideas and information to incorporate recycling into your home economics curriculum:

National Recycling Coalition
1101 30th St. N.W., Suite 305
Washington, DC 20007

Environmental Defense Fund
257 Park Avenue South
New York, NY 10010
Co-Op America
Dept. EC.
2100 M St. N.W., Suite 310
Washington, DC 20063

Sierra Club
730 Polk St.
San Francisco, CA 94109

Earth Care Paper, INC.
P.O. Box 3335
Madison, WI 53704

The Kids Earthworks Group
1400 Shattuck Ave. #25
Berkeley, CA 94709

Urban Environmental Education Program
Schlitz Audubon Center
Robert E. Nichols, Director
1111 East Brown Deer Road
Milwaukee, WI 53217

The Worldwatch Institute
1776 Massachusetts Ave., N.W.
Washington, DC 20036

The Center for Environmental Education
625 9th St. N.W.
Washington, DC 20001
(Continued on page 36.)

Technology: People Make the Difference

Marilyn Mastny
Home Economics Teacher
Urbana Middle School
Urbana, IL

Two years ago I had the opportunity to get involved with the Illinois Plan for Industrial Technology Education. It was an exciting experience working with industrial educators as well as representatives from math, science, and other academic areas. Our dream was to implement technology in a practical and substantial way.

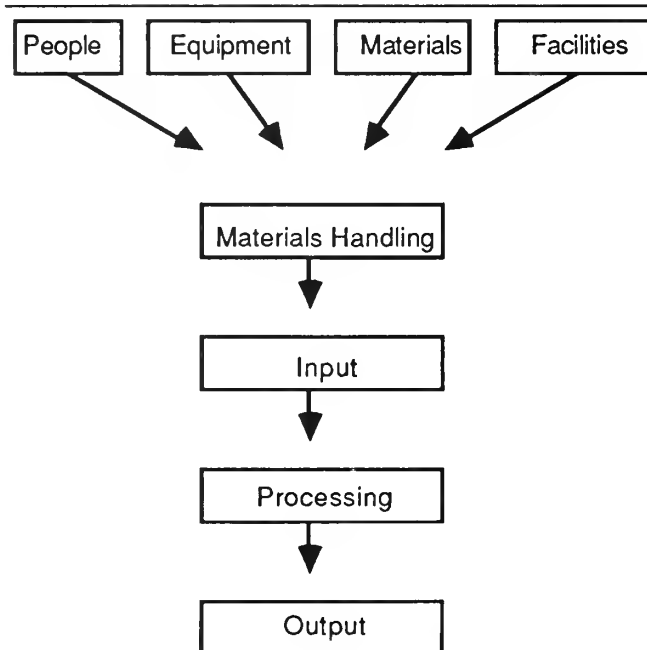
As we shared our visions in each subject area, I thought about how home economics should be represented. Should we concentrate on the advances in food technology or textiles and their increasing diversity? What about housing and interior design? Waste management is another important consideration! All of these areas excite me for their potential and their reality. As my turn approached, my thoughts came back to my students that year. Middle school is indeed a unique time of life! My two ninth grade classes were a particularly awkward mix of being sweet, brash, egotistic, and unaware of the realities of the work place.

And so, as my turn arrived, my mind was made up. "What about . . . people?" I asked. "What about how technology affects people and how people affect technology?" After all, people are the most important part of home economics and what better group of people than my two ninth grade classes! As we finalized our individual units and how we might implement our ideas, I began considering my plans . . . a pizza by the slice restaurant . . . sold to faculty and staff . . . possibly delivery service . . . a dine in restaurant . . . use of a microphone for taking orders . . . adding machine with receipts . . . evaluations.

Within the whole framework of a restaurant it became essential to me to show my students how important their contributions would be in its success. It was then I knew I didn't want things to go too smoothly. I wanted them to develop a certain sense of panic and to be able to pull together when things got a little difficult. I wanted to see the natural leaders surface and take charge. As the beads of sweat developed upon my brow at the mere thought

of this undertaking, I merely reminded myself that good teaching has a necessary component of risk taking! I also needed to factor in another element to the equation. I had a student teacher. Should I share with her my underlying notion of chaos? I chose not. As a student teacher she needed to learn her lessons too.

Opening up the idea of technology was easily done inside of a foods laboratory. Evidence is all around them and students were easily able to identify examples. I kept my introduction to technology very simple. We defined technology as "the application of scientific knowledge for a specific purpose." We discussed examples of goods and services that people need or want. We went on to look at how one might go about manufacturing a product and the pattern one might typically follow. Williams, Badrkham, and Daggett (1987) in *Technology at work* suggest a good example.



Explanation of this diagram is very simple.

1. Materials handling is made up of elements that support the making of goods. In the case of our restaurant, the facilities are the foods lab and classroom for our restaurant; the materials are the ingredients for our pizza; the equipment is

the stoves, pans, etc., to prepare our pizza; the people are our students who will make, sell and deliver our product.

2. Input is using the elements in materials handling at the proper time and the proper place (like following a recipe!).
3. Processing means that the product will actually be completed during this step. The raw materials are transformed into the finished product.
4. Output means that the product will be delivered to people who need or want them.

"How would you like to manufacture a product?" I asked the class. I guess through the years I've learned the middle school mind. "Let's have a pizza restaurant!" said several students. It became a unanimous decision in both classes. As the excitement continued I decided we might consider a questionnaire to circulate among the faculty and staff to see what they might be willing to purchase.

The students got busy and developed a series of questions with little help from me (see below.) My particular favorite is number four, as if elevator, heavy metal and rap music were the only real possibilities!

Student Composed Questionnaire

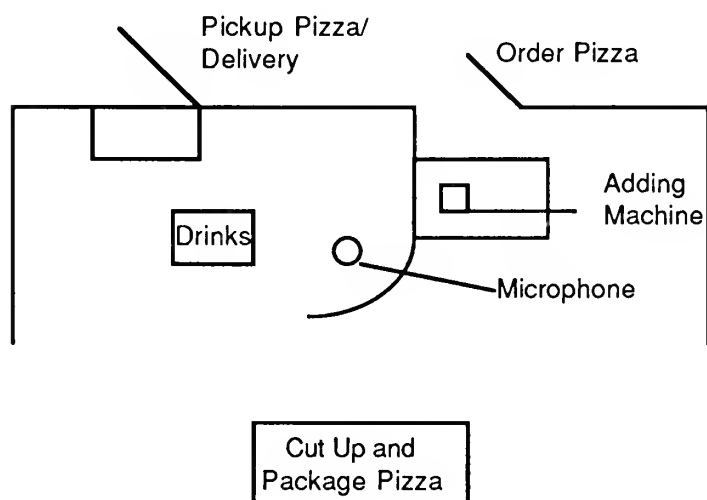
Dear Staff Member:

Home Economics Four classes are studying a unit on technology and how it affects everyday life. We have decided to develop our own technological system! We will be setting up a "one day only" restaurant. In order to know our market, the students have written a survey. The results of our survey will help us to best determine prices and our delivery system. Please answer the questions and return them to Marilyn Mastny's mailbox as soon as possible. Thanks!

1. We would like to sell pizza by the slice. If you ordered from us which would you select?
 - A. Sausage
 - B. Pepperoni
 - C. Onion, Mushrooms, Green Peppers
 - D. Sausage, Pepperoni, Onions, Mushrooms, Green Peppers
2. We would like to sell a beverage for you to have with your pizza. Which would you choose?
 - A. Ice Tea
 - B. Lemonade
3. We would like to sell our food in three different ways. We would like to provide a sit-down, reservations only restaurant, a "walk-up" restaurant, and a delivery service. Which do you think you would choose?
 - A. Sit down, reservations only restaurant
 - B. "Walk-up" restaurant
 - C. Delivery
4. We would like to provide music for you at our restaurant. What kind of music would appeal to you?
 - A. Elevator music
 - B. Heavy metal
 - C. Rap
 - D. Other _____
5. We will also be providing some of Mastny's Famous Saucer Cookies (remember, they were served at the meeting before sixth grade orientation?). We would like to set reasonable prices that will still allow us to make a profit so that we can visit a special restaurant of our choice. How does this sound? Pizza-\$1.00 (toppings, \$.25), Drinks-\$.25, \$.50, Cookie-\$.25 Circle: High Low O.K.
Make this change: _____

The results of this survey were a surprise to me and I am so glad I insisted upon it. Only two or three faculty members wanted the sit down restaurant. I was discouraged as I thought this would have been a super experience for the students. Luckily, we found out early to alleviate a lot of disappointment. Delivery was the most frequent response and so we prepared for our upcoming event. Actually, they prepared. I encouraged, listened and semi-directed my students but took a back seat in overall planning. Using the questionnaire as an estimate, we prepared our beverages and pizzas ahead of time.

Soon it was time for the big day. Were we ready? Almost. Actually, everything was falling into place reasonably well. What my students had not anticipated was RUSH HOUR! Things got very intense when a line started to form. I stole a glance at my student teacher. I will always remember the expression on her face! The natural leaders did rally and I helped direct a few lost souls myself. At the end of the last lunch hour, we were exhausted and yet excited.



Outline of Classroom/Pizza Parlor

Along with a receipt, we handed out an evaluation form. This was one of the few times in history that students anxiously awaited their evaluations! Several students (who normally don't "succeed" in school) were singled out as being very courteous and prompt. One student was mentioned to have had his finger on a slice of pizza as he rushed to deliver quickly! All in all, students saw how important they were in the system.

As we picked up the pieces the next day we counted our profits. Because of a supportive faculty and staff we were able to count \$120.00 in our cash box. The thirty students, my student teacher, and myself chose to walk to Jumer's, a very elegant restaurant, for desserts and beverages as our reward. For many of those young people, it was the first time in a non-fastfood restaurant. They behaved well and appreciated the fine food but especially the service. After all, it's the people who make the difference.

Reference

Williams, C., Badrkhan, K. S., & Daggett, W. R. (1987). *Technology at work*. West Chicago: South Western Publishing Co. •••

(Continued from page 33.)

Environmental Action Foundation
1525 New Hampshire Ave. N.W.
Washington, DC 10036

Environmental Task Force
1346 Connecticut Ave. N.W., Suite 912
Washington, DC 20036

Plastic Recycling Foundation
1275 K Street N.W., Suite 400
Washington, DC 20005

A-Way With Waste, 1984
Washington Department of Ecology
4350 150th Ave. N.E.
Redmond, WA 98052

Living Lightly in the City and
Living Lightly on the Planet
Schlitz Audubon Center
1111 E. Brown Deer Road
Milwaukee, WI 5317

Illinois Department of Energy and Natural
Resources
325 W. Adams, Floor 3
Springfield, IL 62704
•••

Sanitation: A Scientific, Hands-On Approach

Janine Duncan
Home Economics Teacher
Urbana, IL

Home economics has always been known for its hands-on approach to learning. At Urbana Middle School, this very traditional part of the subject area is combined with the scientific aspects of sanitation. The goal is for students to understand what cross-contamination is, how it occurs, and how to prevent it. By the time students complete the activities, they (hopefully!) will have developed safe food handling skills.

Students participate in three activities that follow a class discussion on sanitation, cross-contamination and food safety legislation. One book that is particularly helpful to demonstrate the "grotesque" food handling practices of the early 1900s, (prelegislation) is *The Jungle* by Upton Sinclair. The graphic writing style of Sinclair allows students to create a visual image of how bad food handling was during that time in history and compare it with techniques currently used.

Food Safety Activity Part I: The Observation

This information gives students a solid background to complete their first assignment, "The Restaurant Observation." Students are required to take time to observe food handling practices in any of the fast food restaurants around their home. Fast food restaurants are chosen because the customers can typically see some, if not all, of the food preparation. Students must list all forms of cross-contamination that they see—the observations are typically very graphic; students are very surprised at the lack of food safety skills demonstrated by employees. The observations made during their restaurant observation will become the basis for their upcoming sanitation experiment. For example, being told that money carries a great deal of bacteria has some impact on students, but getting to see the bacterial colonies that grow from touching the money creates a much stronger and more valuable learning experience for the students.

Food Safety Activity Part II: The Experiment

The second activity, "The Sanitation Experiment," gives the students the opportunity to grow bacteria for a first-hand look at what is actually spread by the action of cross-contamination. The supplies necessary for this experiment include:

1 baby food jar for each student (preferably the small size) filled with potato/starch medium or commercially produced Potato Dextrose Agar (recipe given at end of test)

masking tape, for labeling

markers, for labeling

hand soap

paper towels

The steps for the experiment are as follows:

1. Loosen the lid of medium-filled baby food jar, so that the lid will come off when lifted.
2. Wash hands thoroughly with hot, soapy water; rinse completely.
3. Dry hands with clean paper towels, discard when finished. (Using cloth towel or used paper towels will only increase the chance of cross-contamination.)
4. Mimic action observed in restaurant, then lift lid, touch the medium and replace lid.

Example: touch dollar bill in right hand, making certain to use finger tips; lift jar lid with left hand; touch medium with fingers on right hand; replace lid on jar with left hand; turn lid to close.

5. Using marker and masking tape, label jar with name and hour.

Food Safety Activity Part III: Letter to the Company

Contaminated medium must stand for 3-4 days to allow bacteria to grow. It is best if kept in a rela-

tively warm room, free from drafts. At the end of this period the students will need to make their observations. One possibility is to have them complete an experimental lab report including an objective, hypothesis, procedure, results and conclusion. Obviously, have the students report their findings through a method with which you feel most comfortable. The students will be amazed to see how much bacteria has actually grown—it is definitely one of the best ways to demonstrate the need for safe food handling practices.

The last assignment, "The Letter to the Company," is a summary of everything the student has learned, and may be used as an evaluation tool. This assignment helps students to learn how to voice their consumer concerns, in a clear and business-like fashion, to the company where they first did their restaurant observation.

When writing a business letter, there are certain things that must be included. Below, is a model letter with specific points that must be discussed. Remember, your letter must be clear, to the point, and most importantly, very neat!

Your Street Address
Your City, State, and Zip
Today's Date

Name of Restaurant
Street Address
City, State, and Zip

THE GREETING: (Dear Sir, Madame or Manager; To Whom It May Concern: Dear _____; _____:
Chose one type of greeting

INTRODUCTION: In the introduction, you must discuss the following points:

1. What class you are taking at UMS?
2. You are learning about sanitation—why?
3. You are learning about cross-contamination—why?

BODY: In the body of the letter, you must discuss the following points:

1. Describe part I of the food safety activity, "Observing a Restaurant."
2. Why was this activity assigned?
3. What behaviors or actions did you observe?
4. Describe part II of the Food Safety Activity, "The Experiment."

5. What were your conclusions from the experiment?

CONCLUSION: In the conclusion of the letter, you must discuss the following points:

1. Based on what you have observed and learned about sanitation and cross-contamination, list at least three recommendations you would make to the manager to prevent cross-contamination at her/his store.
2. Thank the person for taking time to read your letter.

CLOSURE (Sincerely, Very Sincerely,
Yours truly, etc.)

Choose one

Your name, first and last

Possibly the most exciting thing about teaching is being able to lead students through various activities so that they will make educated choices for themselves. Providing students with a hands-on and eye-opening series of activities such as those described previously most often develops within students the desire to practice safe food handling skills.

Potato/Starch Medium Recipe

Ingredients:

200 grams potatoes, peeled and diced
20 grams sugar
120 grams corn starch
water

Directions:

Combine potatoes, sugar and 700 mls. water in sauce pan. Heat to boiling. Continue on lower heat until potatoes are very tender. Remove from heat; sieve through cheese cloth, collecting liquid. Bring liquid volume up to 1 liter, 1000 mls. Return to sauce pan. Using wire whisk, stir in corn starch, cooking until thickened, making sure no lumps remain. Pour into baby food jars and continue cooking in pressure cooker at 15 pounds pressure for 20 minutes. When done, let cool overnight in refrigerator. Allow for medium to come to room temperature before using.

•••

American Home Economics Association, Certification and Commitment

Marilyn Mastny
Home Economics Teacher
Urbana Middle School
Urbana, IL

Several years ago I had the wonderful opportunity to attend my first AHEA national meeting. Since I had not been professionally active in my early teaching years, this experience provided me with a chance to evaluate its potential importance. Let me share with you what I experienced.

AHEA is an organization with diversity. It provides support to home economists in business, education, homemaking and extension. It further provides elaboration on particular fields of study within the profession, i.e., foods and nutrition, home management, etc.

The convention showed the assimilation of these diversities in smooth and productive programming. Even more significant than the programming, however, were the participants themselves. The middle school teacher, the home economist in business, the extension home economist and the college professor found themselves sharing the same workshop. Together they discussed and debated, each bringing their own special contribution to the issue concerning them all: the family.

I really was not prepared for the dynamic individuals. Chrysie Constantakos, Marjorie East, Patricia Thompson, Marilyn Horn, Beverly Crabtree, etc., are all names in books and journals. To see two, three, and four of them attending and reacting together in an informal session was so exciting. Having bolstered the courage to introduce myself, I was shocked by the graciousness of these women. Their interest in my growth and work and their delight in my compliments was wonderful. The brilliance of their expression both in writing and in verbal reactions was exciting for the profession and therefore, for all of us. The significance of their work for society may be forthcoming, but its significance for me was immediate. I love this assertive human who sees family as a priority without sacrificing the individual.

I really appreciated the opportunity to move from family economics to communications to public relations to teacher education all during the same conference. There was opportunity to interact in small and large groups and the subjects presented were so applicable that they attracted home economists from a variety of backgrounds. I think this is an essential component of an organization as diverse as AHEA. Emphasizing similarities rather than differences can only strengthen solutions to structural difficulties. The blending of the practical and the philosophical was particularly poignant to members attending the conference.

Many of the exhibits were interesting and informative. Some maintained stereotyped versions of the home economist, and still others had no place at the convention hall at all. I did hear some interesting conversations and promotion gimmicks. It was quite an opportunity to review the latest curriculum materials. There really is a lot of good stuff out there.

Those persons with whom I interacted those few days had wonderfully high standards of presentation. Their commitment to home economics was obvious as were the ethical and moral ramifications of their creative thoughts. I found very few insignificant sessions, attended either by me or others with whom I attended. Because of the variety of experiences, the dynamics of individual personalities, and my personal career development, I was truly inspired by the annual meeting.

Get involved with AHEA and other professional organizations that will keep you inspired. Don't be intimidated by becoming certified, either. I took the certification test to see what we, as home economists, value in our profession by the questions that were asked of me. I learned a lot! It's time to make a commitment. •••

Nothing great was ever achieved without enthusiasm.

Ralph Waldo Emerson

Poetic Justice

Marilyn Mastny
Home Economics Teacher
Urbana Middle School
Urbana, IL

Our home economics department has come to use and appreciate a special poem by Dorothy Law Nolte called "Children Learn What They Live."

If a child lives with criticism,
HE learns to condemn.
If a child lives with hostility,
SHE learns to fight.
If a child lives with ridicule,
HE learns to be shy.
If a child lives with shame,
SHE learns to feel guilty.
If a child lives with tolerance,
HE learns patience.
If a child lives with encouragement,
SHE learns confidence.
If a child lives with praise,
HE learns to appreciate.
If a child lives with fairness,
SHE learns justice.
If a child lives with security,
HE learns to have faith.
If a child lives with approval,
SHE learns to like herself.
If a child lives with acceptance and friendship,
HE learns to find love in the world.

C. L. Wallis

This is a wonderful discussion piece. It has also been the basis for roleplays (choose a statement and act out how it can come true in real life) and short papers (choose a statement and share why it has a special meaning to you).

One evening my daughter Alison brought home some poetry she was working on for class. It was called a diamond poem, primarily because of its completed shape. As she explained how to construct it, I saw immediate possibilities for a home economics class! Here is an example of a completed poem:

Life
Fresh New
Growing Learning Caring
Everything that lives will die.
Ending Aging Completing
Over Gone
Death

by Alison Mastny
Student, Edison Middle School
Champaign, IL

The diamond poem must have a word at the top and an antonym at its end. I had my students choose words that had to do with relationships or families. Some examples I gave them were:

parent/child
boyfriend/girlfriend
friend/enemy
healthy/ill

This is a great exercise I did with my students while they were doing a poetry unit in English. Here's how you construct a diamond poem:

1. Choose a noun for the first line.
2. On the second line, write two words that describe the noun.
3. On the third line, write three "ing" words that describe the noun.
4. On the fourth line, write a sentence that describes a change in the noun.
5. On the fifth line, write three "ing" words that describe the change in the noun.
6. On the sixth line, write two words that describe the change in the noun.
7. On the seventh and final line, write the antonym of the original noun.

Use your students' examples as an entry into your school paper. They are a lot of fun to do and I found some very insightful work.

Reference

Wallis, C. L. (1965). *The treasure chest*. New York: Harper and Row, p. 54. •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a small black and white photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
352 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

**University of Illinois
at Urbana-Champaign**

Illinois Teacher
352 Education
1310 S Sixth St
Champaign IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED



Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

June Chambliss, Technical Director

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Volume XXXIV, No. 2, November/December, 1990. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: ILLINOIS TEACHER

University of Illinois
347 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1990

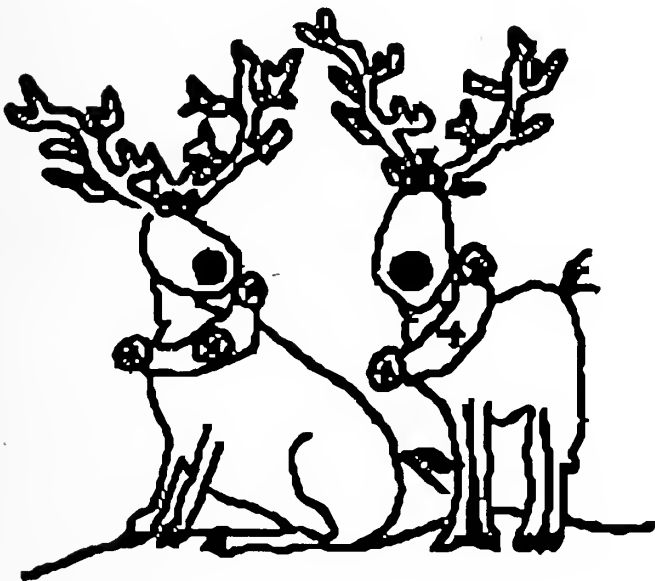
FOREWORD

Greetings! We hope that you will enjoy reading this issue of the *Illinois Teacher* during your holiday vacation. It is full of stimulating articles on curriculum, critical thinking, supervision and innovative programs that exemplify our theme "Home Economics as Leaders...". Also in this issue is a reprint of the winning essay in the 1989 Illinois Critical Thinking Essay contest that is sponsored by the College of Education, University of Illinois. The essays are written by high school students and this one entitled "The Tree of Knowledge" is about the family, a topic that is of interest to home economists.

The editor thanks Penny Burge and Daisy Stewart of Virginia Tech for coordinating the writing of the series of articles on home economics programs in Virginia. The articles describe practices that will be of interest to you.

On behalf of the *Illinois Teacher* staff I wish you a happy holiday season. We also thank you for your support over the past 34 years that the *Illinois Teacher* has been in existence.

The Editor



Happy Holidays

Home Economics Curriculum: Purpose, Problems, Possibilities

Edith E. Baldwin
Assistant Professor
Home Economics Education
The Penn State University
University Park, PA



"Crisis" seems to be a catch word of the late twentieth century. The crisis in education continues to receive attention in the public media. As educators and others argue about excellence, it seems that education must be redefined as a tool to meet the needs of business and industry, for we are confronted by an economic crisis. Occasionally, the spotlight shifts to the family crisis and as poverty in young families, teen pregnancy, child abuse, and substance abuse are focussed upon, education again comes under fire. Some home economists believe that we have a crisis in home economics where programs are becoming smaller or closing down. We need to remember, however, that crisis implies the reaching of a turning point; a crucial time when something must be done, and when what is done will have great significance for the future. A crisis should be seen not only as a problem, but also as a possibility; and clearly, there are considerable possibilities for our field today.

Home economics education cannot, however, be all things to all people. In order to realize the possibilities of our field, we must have a clear conception of its purpose and what this means for practice and we must act accordingly. Here, I am putting forth some ideas in the belief that we need to reexamine high school curriculum and I will seek to clarify the following points.

1. Historically, the mission of home economics has been oriented toward the resolution of problems of the family in the interest of human well-being. Practice in home economic
2. Development of autonomy is fundamental to effective resolution of family problems thus to human well-being and we need to understand the

implications of this for practice in home economics education.

Our starting point is "purpose" which is the mission of the field of home economics and the aims of home economics education.

THE PURPOSE OF HOME ECONOMICS EDUCATION

Although there have been various interpretations of the mission of home economics throughout its history, home economists have generally been concerned with the family and its problems, improving the living conditions of the home and strengthening family life. While one might expect to find a focus on development of social, moral, conceptual, and reflective capacities of the homemaker in the literature of the field, there has been greater emphasis historically on scientific management and efficient control of the home environment (Brown, 1985).

The 1979 definition of home economics, provides a more comprehensive interpretation of knowledge and human action. *Home economics: A definition* is a coherent line of reasoning that supports the following proposal:

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and the means of accomplishing them (Brown & Paolucci, 1979, p. 23).

The system of action referred to here include technical action or work to secure the material necessities of life, communicative action for mutual understanding and agreement on social norms, and emancipative action to general critical consciousness of social forces influencing belief and action. An underlying assumption here is that individuals and families have the potential to understand their needs, and should have opportunity to develop that potential and the power to act rationally for need fulfillment. Thus there is a focus on the reciprocal relationship between the development of human autonomy and the evolution of a

free or democratic society—a focus on strengthening the link between public (political) and private (family) spheres. This holistic conceptualization of human action allows us to address the complex questions that we must address if we are to do what we say we do as home economists.

Brown (1980) contends that some home economics education, as part of home economics, is concerned with promoting competence for the resolution of problems of the family as a family: i.e., problems stemming from the family's inability to engage adequately in action essential to meeting its needs. The home economics curriculum should promote autonomy through generating a critical, reflective understanding of society and the problems of the family in relation to it. As human autonomy is such an important concept, it might be useful to look briefly at its meaning.

THE CONCEPT OF HUMAN AUTONOMY

"Autonomy" is derived from the Greek auto (self) and nomos (rule). Over time, the meaning of this concept has evolved so that we have come to understand human autonomy as the self-conscious control of life. To be autonomous is to be self-directed to act according to one's own reasons and purposes rather than according to outside causes. It means conceiving one's own goals and policies; to be conscious of oneself as a "thinking, willing, active being;" to assume responsibility for one's own choices and to be able to explain them rationally (Berlin, 1969, p. 131).

Thus there are two dimensions of autonomy. To be autonomous requires firstly a developed self—an understanding of oneself as an individual who acts according to conscious and justifiable reasons, goals, or purposes (implying freedom from internal constraints). Secondly, to be autonomous requires freedom from manipulation, coercion, or the exercise of power in other unethical ways (implying freedom from external constraints). It should be emphasized that in home economics we are concerned with collective autonomy rather than individualism. We will return to this later. Meanwhile, what are the problems and possibilities with regard to the development of autonomy?

PROBLEMS AND POSSIBILITIES FOR THE DEVELOPMENT OF AUTONOMY

The autonomous individual has the capacity to maintain a sense of efficacy—to construct and maintain new identities in various spheres of life (Hurrelmann, 1988). Self-concept is important, for identity is formed on the basis of self-concept. Self-concept arises out of social experience and interaction, and it is strongly related to competence in human action. In other words, the individual's ability

to cope with the demands of everyday situations throughout life is dependent upon self-concept and competence in interactive and communicative action, and autonomy is developed on this basis.

Family Interaction and the Development of Autonomy

The growing child does not develop toward autonomy simply as part of the maturation process; development toward autonomy (or adult ego identity) is dependent upon a certain quality of interaction in the social environment. Since human life begins in some form of family, there should be emphasis on the acquisition of language and the quality of communication within the family (Hurrelmann, 1988). The social environment should encourage reflective questioning of beliefs, values, and roles rather than dogmatic adherence to them. Through this process, the developing child experiences integration into the family through adoption of family beliefs, values, and roles; and later, individuation as beliefs and values are reflectively appropriated or discarded and new roles are adopted (Habermas, 1979). In this context, the family is viewed as the primary social unit in which the personality is formed, the character takes shape and the understanding of what it means to be part of a group is developed.

Whether the social environment within today's family is conducive to the development of autonomy is open to question, it is subjected to continual attack by powerful and often unrecognized forces. O'Neill (1985) argues that "The family has been stripped of many of its social functions and reduced to a phase in the lives of individuals whose primary goals are found in school, work, and consumption" (p. 84). Family beliefs and values are engineered in the interest of the existing structures of power and domination in society. People act according to false interpretations of needs, the nature of society, and what will make them happy (Fay, 1987).

False beliefs have great psychological power. As the individual develops toward autonomy, however, that power dissolves. The individual becomes critically conscious of, for example, the massive exploitation of the human body through advertisements of big business; the dehumanizing effects of bureaucracy; the irresponsible, exploitative corporate power that runs roughshod over family life; and the notion that education can legitimately be reduced to vocational training. Growth toward autonomy brings a realization that systematic misunderstandings promoted in the interest of powerful social groups undermine human well-being. The home economics curriculum can support the family in its development task by engaging students in activities that lead to a

probing of social reality and the development of capacities for reflective, rational argumentation.

Community Interaction and the Development of Autonomy

We are fascinated by the expressions of solidarity in various parts of the world today as people come together to demand freedom. We uphold our democratic lifestyle as an ideal, and express the hope that people who have been subjected to harsh forms of domination will now have the opportunity to live as we do. But perhaps we should look more closely at our society, asking ourselves to what extent we enjoy true freedom, and in what ways human freedom and autonomy differ from modern individualism.

Questioning our interpretation of freedom and deploring the absence of community, Greene (1989) points to the unfriendliness, the empty "silence" of our cities, and the superficial connectedness of people in our society through various forms of media. To use Green's (1989) words, "There are few places where individuals are impelled to come together in speech and action, few arenas where freedom can sit down" (p. 19). Of course, as she points out, most of us believe that we are free. We are not held hostage, we can travel where we will, we can read what we like, and we are free to come together in churches, rock concert halls, sports stadiums, and movie theaters. Many of us feel free to have babies out of wedlock, sample cocaine, carry lethal weapons, and "rip off the system." And while we may have an uneasy feeling that we are not free, we do not know why.

When we look at our society through the eyes of its critics, we realize that while the material needs of many may be satisfied, needs for mutual understanding, caring, and social integration are unmet. While genuine community is essential to collective autonomy, belief in individualism and increasing mobility leaves us less inclined to maintain commitment to community as a way of life. Community has degenerated into lifestyle enclaves—looseknit friendship networks: the gathering of similar, like-minded people "in the same boat" (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985). The richness, the diversity, the complexity of society is lost, and we are less likely to have a holistic conceptualization of society or its problems.

Moreover, in this age of specialization we have come to believe that we cannot hope to understand the complex issues affecting our lives. "Efficiency" dictates that we must accept a growing bureaucracy and the elevation of the expert. Yet, bureaucratic decision-makers interpret human problems as technical matters to be resolved on a cost effective basis; and in the process, inherent moral questions are not ad-

dressed (Habermas, 1984). While we have the potential to develop a holistic understanding of human problems, and to participate in their resolution, the ordinary citizen is shut out of political dialogue.

Without opportunity to participate in the public sphere as citizens, we seek fulfillment through retreating into the private sphere to enjoy the good life. In so doing, we participate in our own domination. As Bellah (1985) and his colleagues note, "Modern individualism seems to be producing a way of life that is neither individually nor socially viable for it is doubtful that the individual who withdraws from the public sphere to pursue private ends can achieve fulfillment in either public or private life" (p. 144).

Human autonomy is not achieved through escaping social controls in order to maximize self-interest; it is achieved through a form of interdependency. The maintenance of an adequate social environment within the family and within the public sphere is essential if human beings are to flourish. As Lasch (1988) argues, "Social solidarity ... rests on public conversation. It rests on social and political arrangements that serve to encourage debate instead of foreclosing it; and to encourage debate, moreover, not just about conflicting economic interests but about morality and religion, the ultimate human concerns" (p. 178). A genuine community would provide for dialogue about social issues, the development of a moral orientation toward them, and the determination of what should be done in the interest of the common good. Obviously the family has an important role here. What, then, are the possibilities for the home economics curriculum?

PROMOTING AUTONOMY THROUGH THE HOME ECONOMICS CURRICULUM

Arguing for a problem solving orientation, Brown (1980) states that home economics education should seek "less to solve specific immediate problems directly than to develop the capacity of students (1) to define problems of the family in the historical-social contexts and (2) to participate in enlightened and reflective solutions to those problems" (p. 104).

If we accept this, what does it mean for the curriculum? Should behavioral objectives be formulated so that students' problem solving abilities can be "measured," or should objectives be couched in more general terms? Should we attempt to incorporate what we assume to be the ever-increasing "essential" content, or should we develop an integrative approach, simply drawing upon the traditional "content boxes" for adequate exploration of certain problems of the family? We might ask, what types of pedagogical processes should we engage in? Should we seek to fill students with

useful information through formal, didactic methods of teaching? Or should we employ dialogical methods of teaching and learning in which students assume a critical, reflective, active role rather than a passive role? We need to address such questions as: How is the curriculum to be organized in terms of sequence?; How are concepts to be developed?; In what ways should we take into account the levels of development of students?; Is it appropriate to engage younger students in exploring problems of the family? Finally, we need to decide whether our programs should be tightly structured so that we "cover" what we consider in planning to be essential, or whether we should allow for spontaneity and time for students to develop concepts and skills. These questions might be considered in relation to what follows.

Firstly, the broad issues or the perennial problems of the family need to be determined. As Brown and Paolucci (1979) argue, these problem categories should be rationally and publicly formulated by home economists. Teachers could then develop modules to address subproblems within the various categories: i.e., problems of what should be done concerning concrete situations in family life. This would call for an imaginative, critical approach to curriculum which would open up new ways of looking at everyday concerns of the family. Some examples might be useful here.

Let us assume that one category of problems of the family relates to communication and interaction within the family and between the family and the community. Among the practical (political-moral) problems within this category to be addressed might be, What should be the role of the family (or this particular community) with regard to adolescent socialization? Another might be, What should we do to ensure that the special needs of the pre-school child are met? Another concrete problem within this category might be, What should we do as a community to protect the natural environment for the sake of human health? We will look briefly here at how the latter problem could be examined.

While we could select from a number of concrete cases, we might choose local newspaper reports exposing a situation in which a company producing a popular household commodity is causing environmental pollution which poses a threat to human health in the area. We might learn that a number of local people are employed by the company.

We would begin critique by identifying the ideological or false beliefs underlying local acceptance of this state of affairs. For example, the belief that technological development is inevitable, or that it is synonymous with human progress; or that some trade-offs are always necessary. There might be widespread belief in the desirability of this partic-

ular commodity. Moreover, people might believe that the company's activities must be supported, since the income of local families is at stake.

We would challenge the notion that current conditions are inevitable, by asking such questions as, Is this practice one that cannot or should not be changed? What are we assuming about the fixedness of beliefs and practices? What are we assuming about social relations, and political decision making? What are we assuming about the power or powerlessness of citizens?

We would look at the contradictions in beliefs by asking such questions as, Do beliefs about the importance of family health conflict with beliefs about the importance of corporate enterprise? Whose interests are being served in the present situation? Should we promote short-term materialistic goals while ignoring their long-term consequences? What do we consider a democracy to be? What are we assuming about political-moral decision making that affects the well-being of the individual and the family? Do our beliefs about democracy conflict with our beliefs about the power of special interest groups?

We would explore the historical sources of the problematic belief (e.g., the belief that technological development is inevitable, and that trade-offs are always necessary) by addressing such questions as, Where in our own backgrounds did we learn this belief? Where did it originate in our society? What social forces brought it about?

We would examine the disparity between false beliefs giving rise to the problem and corrected beliefs by addressing such questions as, What alternative beliefs might we hold in this situation? Is it not true that technology is developed and maintained according to political and economic policy? Is technology not guided by human decision making? Should not the quality of human life take precedence over the promotion of special interests? Do we need the commodities produced by this corporation? Is it not possible that other employment opportunities could be developed in the area? Which beliefs can be rationally and morally justified? What action would arise from these new beliefs?

We would plan justifiable strategies to change the detrimental situation by examining such questions as, What could be done collectively to change this problematic situation? How could social relations be improved? Which of these strategies would be justifiable? Which hold greater promise of success? Which should we choose? Finally, we would address the question, How could we carry out the set of strategies that we have selected?

To take another example of the practical-moral problem to be explored in this way: What should we do to ensure that the special needs of the preschool

child are met? In addressing this problem we might focus on a concrete situation in our particular area where many young parents are engaged in employment outside the home. A crisis has recently emerged in the community as a result of disclosure of cases of inadequate and irresponsible day care. Public indignation has been expressed.

As a home economics class, we would begin to examine this crisis situation by uncovering beliefs giving rise to the problem. For example, the belief that the family should be subordinated to the interests of business and industry—that family life should be molded according to corporate schedule; or the belief that parents as individuals should seek personal fulfillment outside the home, giving a lower priority to family life; or the belief that the material environment of the home is all-important—that family well-being is dependent upon the family “keeping up with the Joneses;” or the belief that the economy cannot allow for payment of a “family wage” or for periods of parental leave from work to ensure that children’s needs are met; or the belief that children’s needs can be met by anyone who cares to offer their services as a day care provider.

Problematic beliefs would be questioned and the consequences of acting upon them discussed; e.g., consequences for the individual, the family, the society, when corporate or self-interest takes precedence over the developmental needs of children. The class would search out background information regarding the problem; e.g., local business organizations’ policies impinging upon family life. Who determines such policies? What avenues are available for public discussion of these policies? Certain concepts, e.g., public sphere, participatory decision making, social goals, and developmental needs of children, might be examined. An understanding of the history of the problematic beliefs would be developed; (Why have I come to accept the belief that big business must “call the shots?” What are its origins in our society? What factors reinforce this belief? Why have I never questioned the notion that anyone who offers clean premises is a suitable provider of child care?)

Alternative beliefs would be put forth; e.g., the belief that family well-being is of fundamental importance to society, thus the needs of the family should take precedence over business interests; or the belief that parents would supervise the activities of their children; or the belief that there should be a focus on the provision of adequate day care facilities in the community. The possible consequences (for the individual, family, society) of acting according to these beliefs would be discussed.

The question of Which beliefs are more justifiable in light of their consequences for action, would be raised. Through the gradual achievement of a common understanding of the situation, the group would move toward consensus regarding the justifiability of beliefs in question.

The group would then consider possible strategies to bring about changes in the current situation. For example, the possibility of setting up community meetings so that the needs of all those involved in the situation could be addressed; the idea of establishing parenting classes in the area might be considered, and so on. The possibilities and likely consequences of implementing various strategies would be considered. A group decision would be made as to the most justifiable set of strategies and the group would seek appropriate means of implementing the selected strategies.

A common thread runs through this approach to problem resolution: A crisis situation is identified, and it is caused in part by a false belief that people have about their needs, and about the nature of power relationships. Through dialogue, there is exploration of the conflicts or contradictions in the situation. There is exploration of the historical source of the false belief (in personal and social history). Through dialogue there is examination of a new belief and its disparity from the initial one in terms of rational justification. There is examination of consequences of acting according to a revised belief. This is followed by examining morally and pragmatically justifiable strategies to change the detrimental social relations in the particular case; and finally, selecting and acting upon strategies.

Through this process students and teachers are involved in reflecting critically upon beliefs and actions, searching out information, clarifying ideas, exercising reciprocity, arguing rationally, achieving consensus, and participating in group action. Promoting development toward autonomy, this type of curriculum has potential for enhancing the well-being of the individual and the family.

It should be pointed out that this approach would not eliminate the traditional substantive content of home economics. Obviously there should be some emphasis on family needs such as food, shelter, and so on. But these needs should be set in the broader context of family and social interaction. Students should come to understand why families have problems in meeting their needs and how problems stem from the socio-cultural and political-economic spheres. And they should understand how detrimental social relations can be changed by rational, responsible, collective action.

(Continued on page 50.)

Approaching Home Economics Curriculum at the Middle Level

Ruth E. Dohner, Assistant Professor
College of Human Ecology
Department of Home Economics Education
The Ohio State University

Joanna Kister
Assistant Director of Vocational Home Economics
Ohio Department of Education

Deciding what to teach in home economics at the middle/junior high level involves deliberating about the school setting and the early adolescent in relation to the home economics mission. Thinking about and examining these three elements prior to deciding what to teach will facilitate:

- becoming a visible part and making a contribution to the total middle school curriculum;
- focusing on the growth and development of the early adolescent; and
- fulfilling the mission of home economics.

The following are some thoughts about these three elements which may be considered as curriculum builders when thinking about middle level home economics.

The Middle School Setting

A primary concern in the middle school organization is the developmental needs of the early adolescent. The middle school is viewed as a place to foster their academic and personal growth. The middle school model proposed by Alexander and George (1981), expanded by Wiles and Bondi (1981, 1986) and advocated by the Carnegie Council on Adolescent Development (1989) is slowly being adopted in this country. The Alexander middle school model is unlike the traditional junior high model in that this model provides a transition from the one-teacher-for-all-subjects elementary and the multiple-teachers-for-individual-subjects junior high/high school. This transition is achieved through organizational and curriculum elements which command all subject teachers to plan together for a common goal, the growth and development of the

early adolescent. These elements include the following:

- interdisciplinary teaching and teams of academic teachers assigned to groups of 60-100 students, called houses or families;
- teams with a flexible scheduled day and a common planning period for the academic team of teachers, and sometimes exploratory team units;
- an exploratory program (including home economics) which gives students opportunity to explore short term, high interest topics;
- continued orientation and articulation of school goals for students, parents and teachers; and
- a core curriculum which encourages personal development, continued learning skills, and basic knowledge (Alexander, 1987; Becker, 1990; Cawelti, 1988; McConnel, 1988).

The middle school structure was designed to accommodate for the early adolescents' characteristics and permit them the dignity they deserve as they experience this development. For example, the middle school structure includes teams of teachers assigned to small groups of students to encourage the student and teacher relationship, reduce student anonymity, provide the individual a close relationship with an adult, and plan curriculum that meets the needs of the early adolescent.

The Early Adolescent

The early adolescents are being viewed as uniquely complex in their development and thus needing a separate school, organized with a focus on their needs with specially trained staff members to facilitate the early adolescents' growth during dramatic changes. The following are a few of the characteristics of early adolescents (Wiles and Bondi, 1981) which will guide what should be taught in the middle school. Early adolescents:

- deserve direction and regulation but reserve the right to question or reject suggestions of adults;
- are likely to be disturbed by their physical changes—boys particularly by voice changes

and girls particularly by their obvious, changing physiques;

- show ravenous appetites and peculiar tastes and may overtax their digestive system with large quantities of improper food;
- broaden affiliation base from family to peer group which may cause conflict when allegiance is split;
- show unusual and drastic behavior at times as they react to new situations and practice new behaviors—aggressive, daring, boisterous, and argumentative;
- have a strong concern for what is “right” and social justice and can show concern for those less fortunate;
- copy and display fads of extremes in clothes, speech, mannerisms and are very susceptible to advertising;
- are easily offended and sensitive to personal criticism;
- are very curious and exhibit a willingness to learn what they consider useful and like to solve real life problems; and
- will argue to convince others and to clarify their own thinking (critical thinking emerges).

These characteristics have implications for home economics curriculum content, teaching/learning strategies, expectations of classroom behavior, school structure, and the approach used to achieve the mission of home economics.

Home Economics Mission

The mission of home economics is “to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them” (Brown and Paolucci, 1979, p. 23).

Using the systems of action framework provides a strong cohesive theory for thinking about how to direct what is taught in home economics toward this mission. Three systems of action—technical, communicative, and emancipative—provide a basis for making decisions about what to teach.

- The technical “how to” orientation would suggest content with prescribed methods and step by step procedures.
- A communicative focus would help students to “understand their own history and cultural traditions and those of others that are different (Schwartz, et al., 1986, p. 283),

clarify feelings and consequently improve their relationships with others.

- The emancipative system would facilitate students using proactive action to “work in cooperation with others to change societal conditions and increase their own and others’ freedom” (Schwartz, et al., 1986, p. 283). In doing this students examine assumptions, challenge traditional beliefs and societal conditions, and make reasoned judgments in order to take ethical action.

The systems of action theory suggest a problem orientation to what is taught. One way to approach this is through practical perennial problems; recurring problems of individuals and families. There are problems which resurface over and over due to new situational factors. They are stated as “What to do about . . .?” questions. The subquestions will reflect technical, communicative, and emancipative questions needed to solve problems.

Competence in problem solving requires the student to use all three systems of action. Students who are competent problem solvers will have technical or how to skills, communicative understanding skills, as well as emancipative or ethical reasoning skills. These skills enable them to make socially responsible judgments, be in control of their actions, and be aware of possible consequences. Characteristics of early adolescents described previously (i.e., show unusual and drastic behavior, and have strong concern for right and wrong) command the skill to use all three systems of action to resolve concerns of early adolescents.

The social context in which individuals and families live and take action is ever changing and home economics middle school curriculum should take into account social changes such as the following:

- increase in diverse family structures (single, blended, two-wage earner) that are different from the past;
- increase of latch-key children taking care of themselves and siblings;
- teenage sexual activity, child, spouse and date abuse;
- increase in drug and alcohol abuse and eating disorders which impacts all family members; and
- economic distress of single female-heads of households.

Sample Home Economics Practical Problem

Figure 1 shows how 1) the middle school setting, 2) the early adolescents’ characteristics and 3) the

mission of home economics come together in a content example that deals with communication. The systems of action are used as a framework of questions

Figure 1

Practical Problems:

What to do about talking, working, and playing with my peers, family and others?

Sub-Concept:

Using productive communication in conflict situations (DeVito, 1989).

Technical Questions:

What are some productive and some unproductive responses to conflict situations?

What communication skills are required to develop and use productive conflict approaches?

Communicative Questions:

In your family what approaches are used to resolve conflict? What approaches are used among your peers?

What are your general responses to conflict situations?

How do you feel in conflict situations? How do you perceive other people feel in conflict situations? How do they really feel?

Emancipative Questions:

How do your responses to conflict compare to your families' and peers' responses?

What are the consequences/feelings in productive and unproductive conflict approaches for all people in the situation?

What values are portrayed in productive and unproductive responses to conflict resolution?

How do I begin to change my responses to conflict situations?

How will my change in behavior (verbal and nonverbal) impact other participants' reactions in the conflict situation?

What will I try to do in the next conflict situation in which I find myself?

which guide the teacher and the students in exploring what to do in conflict situations. The questions suggest content to be taught and experiences to provide the early adolescents so each student develops

skill in technical, communicative and emancipatory action to solve practical problems.

The mission of home economics is to help individuals develop self-forming attitudes and skills which reflect concern for self and others so they can make contributions to families and community. In each of the school conditions noted earlier, conflict is likely to arise. The productive resolution of the conflict will make it possible for early adolescents to grow in their experiences and begin to find ways to direct their lives. Early adolescents are at a time in their lives when they are changing affiliation from family to peers and others, are questioning and challenging adults but want guidance. With this comes conflict and uncertainty.

The main goal in the middle school is to encourage personal development. While the middle school model is organized around interdisciplinary teams the communication skills begun in home economics could be practiced and encouraged in all the academic and exploratory areas. The family groups (usually academic teams) in the middle school model may simulate a setting where there will be conflict and the use of conflict resolution approaches can be implemented. In this way what is learned in home economics is carried over into the other subject areas of the school.

Home economics curriculum builders are challenged to be certain there is a clear link between mission, characteristics of early adolescents, and the middle school model. When the link is clear we are providing the best opportunity for early adolescents. To assure this the home economics curriculum decisions for the early adolescent should be based on:

- goals of the middle school articulated through all subject areas (academic and exploratory);
- developing self-forming individuals as family members;
- needs and characteristics of early adolescents; and
- practical problems early adolescents face in which action (technical, communicative and emancipatory) is needed for healthy growth and development?

References

Alexander, W. M. (1987). Toward schools in the middle: Progress and problems. *Journal of Curriculum and Supervision*, 1(4), 314-329.

- Alexander, W. M., & George, P. S. (1981). *The exemplary middle school*. New York: Holt, Rinehart and Winston, Inc.
- Becker, H. J. (1990, February). Curriculum and instruction in the middle-graded schools. *Phi Delta Kappan*, 71(6), 450-457.
- Brown, M., & Paolucci, B. (1979). *Home economics: A definition*. American Home Economics Association, p. 238.
- Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century*. New York: Carnegie Corporation.
- Cawelti, G. (1988, November). Middle schools a better match with early adolescent needs, ASCD survey finds. *ASCD Curriculum Update*, p. 1-12.
- DeVito, J. A. (1989). *The impersonal communication book* (5th ed.). New York: Harper & Row Publishers.
- McConnell, P. (1988). *Profile of middle level home economics in Ohio*. Unpublished Master's thesis, The Ohio State University, Columbus, Ohio.
- Schwartz, D. J., Wilkosz, J., DeBoe, J., Grote, A., & Torgerson, R. (1986). Problem posing curriculum model: Minnesota curriculum project. In J. F. Laster and R. E. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (pp. 279-287). Illinois: Bennett and McKnight Publishers.
- Wiles, J. W., & Bondi, J. W. (1986). *Making middle schools work*. Virginia: Association for Supervision and Curriculum Development.
- Wiles, J. W., & Bondi, J. W. (1981). *The essential middle school*. Ohio: Charles Merrill Publishing Company. •••

(Continued from page 46.)

IN CONCLUSION

In attempting to stimulate a critical review of the home economics curriculum, I have argued that growth toward autonomy is fundamental to the well-being of the individual and the family, the historical focus of home economics. I have tried to show how the development and maintenance of an appropriate communicative environment within the family and within the public sphere is essential if autonomy is to be a possibility. In light of the need for consistency between purpose and practice, I have provided an example of curriculum congruent with these ideas. While we may or may not be experiencing a crisis, it seems that there are significant problems confronting home economics education. Reflective, critical examination of them should gener-

ate dialogue about interesting possibilities for curriculum.

References

- Bellah, R. N., Madsen, R., Sullivan, W., Swidler, A., & Tipton, S. M. (1985). *Habits of the heart*. New York: Harper and Row.
- Berlin, I. (1969). *Four essays on liberty*. Oxford: Oxford University Press.
- Brown, M. M. (1980). *What is home economics education?* Minneapolis: University of Minnesota Department of Vocational and Technical Education.
- Brown, M. M. (1985). *Philosophical studies of home economics in the United States: Our practical-intellectual heritage*. Two volumes. East Lansing: Michigan State University, College of Human Ecology.
- Brown, M. M., & Paolucci, B. (1979). *Home economics: A definition*. Washington, DC: American Home Economics Association.
- Fay, B. (1987). *Critical social science*. Ithica, NY: Cornell University Press.
- Greene, M. (1988). *The dialectic of freedom*. New York: Teachers College Press.
- Habermas, J. (1979). *Communication and the evolution of society*. Boston: Beacon Press.
- Hurrelmann, K. (1988). *Social structure and personality development*. Cambridge: Cambridge University Press.
- Lasch, C. (1988). The communitarian critique of liberalism. In C. Reynolds and R. Norman (Eds.), *Community in America*. Berkeley: University of California Press.
- O'Neill, J. (1985). *Five bodies. the human shape of modern society*. Ithica, NY: Cornell University Press. •••

*Knowledge is proud that it knows so much;
wisdom is humble that it knows no more.*

William Couper

Using Writing to Engender Critical Thinking

Deborah G. Wooldridge, Assistant Professor
Southeast Missouri State University
Cape Girardeau, MO

Mary Jeanne Weber
Notre Dame High School
Cape Girardeau, MO

Call for Change in Secondary Education

Society has now made the transition from an industrial orientation to a service orientation. Society will continue to transform as the twenty-first century approaches. The world which today's students will inherit will be different, and teachers have an obligation to prepare youth to be viable members of the work force and the global culture in the twenty-first century.

Much has been published on the mediocrity in education during the 1980s (Boyer, 1983; Goodwin, 1988; National Commission of Excellence in Education, 1983; The National Commission on Secondary Vocational Education, 1984). The information suggests education has not prepared youth to be viable members of the global society. Educational critics have claimed that students are learning only factual knowledge and not how to think critically, analyze, and formulate solutions to problems, and make useful, practical decisions (Wales, Nardi, & Stager, 1986). Decision making skills have been viewed as essential for the year 2000 as well as in the 1990s.

Educational leaders have made suggestions on how to improve the educational system in the 1990s and prepare students for the twenty-first century (Boyer, 1983; Goodwin, 1988; National Commission of Excellence in Education, 1983; National Commission on Secondary Vocational Education, 1984). It has been suggested that schools focus on teaching knowledge and thinking skills which support appropriate decision making (Wales, Nardi, & Stager, 1986). Schools have been challenged to prepare students for the work force and life-long learning activities. It has been suggested that basic skills such as math, science, critical thinking, interdisciplinary thinking, oral and written communication, and collaboration abilities need to be the focus of the secondary curriculum.

Vocational education has a role to play in educating students for the future by providing students with activities which emphasize the basic skills needed (Pritz, 1988). Teachers must explicitly teach the practical application of basic skills in classroom learning activities.

The purpose of this article is to discuss how home economics teachers can engender critical thinking through the incorporation of writing assignments in classroom activities. Critical thinking will be defined, suggestions on how to teach critical thinking will be addressed, and then examples of writing topics will be suggested.

The Importance of Critical Thinking

Often it can be heard that critical thinking is an ability which students either possess or lack. Kurfiss (1988) stated critical thinking must be taught in all disciplines. Knowledge acquisition and the ability to think about content must be integrative rather than sequential.

In *Higher Order Thinking: Definition, Meaning, and Instructional Approaches* (Thomas, 1987), teachers were challenged to reflect on why critical thinking should be taught, how it can be taught, and how it can be integrated in the curriculum. Before reflection of why and how it can take place, an examination of the meaning of critical thinking and its relationship to the enhancement of quality of life must be addressed.

Critical Thinking Defined

The ability to think critically is an essential condition of being educated; therefore, the teaching of critical thinking is imperative (Norris, 1985). Current literature is saturated with various operational definitions of critical thinking. If home economists are to engender critical thinking skills in students there must be a general understanding of the meaning of critical thinking home economists utilize.

Critical thinking is the ability to purposefully and logically make decisions (Norris, 1985). Paul (1985) also refers to critical thinking as an absolute precondition of knowledge. Sheppard (1984) defined critical thinking as a skill in which a person has the ability to question, analyze, and probe information. Ruggerio (1984) expanded the definition by adding the evaluative and judgmental aspect in identifying solutions to problems or issues. Walsh and Paul

(1986) emphasized that analysis is based on a set of reflective attitudes, abilities, and skills which guide thoughts and actions. The creative aspect of critical thinking was added to the explanation by Yinger (1980).

Skinner (1976) compared this process with the logical order of the scientific method. Skinner (1971) believed that along with the process of inquiry and the use of the scientific method, certain other abilities were also necessary to think critically. Among the abilities mentioned were those included in the cognitive domain. Skinner (1976) described the cognitive domain as a mental process of recall and recognition of information and development of intellectual abilities. The cognitive domain contains a hierarchy of six levels of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Beyer (1988) conceptualized thinking in three levels of complexity. Level I thinking skills are broad strategies which include problem solving, decision making, and conceptualizing. Beyer (1988) described Level II critical thinking, not as a process, but as a set of mental operations used to make rational decisions. The information processing skills used in Level III are the most basic thinking strategies which, among others, include recall, application, analysis, and synthesis.

Paul (1982, 1984) added the affective domain when he differentiated between "strong" sense critical thinking and "weak" sense critical thinking. "Weak" sense consists of structured, technical reasoning skills, while "strong" sense provides insight into the affective domain through dialogue, debate, and discussion which help develop emancipatory reasoning skills. Through "strong" sense critical thinking an aesthetic response can be engendered.

In summarization, Ennis (1985) states, "critical thinking is reasonable reflective thinking that is focused on deciding what to do and believe" (p. 44). This reflective thinking relies on use of technical reasoning skills as well as emancipatory reasoning skills.

Further reflective thinking on the various definitions reveal critical thinking as a complex, developmental, higher order thinking skill. The term skill has traditionally referred to the proficiency in a technique requiring the use of hands and/or the body. The addition of the words **critical thinking** expand the meaning to include mastery in complex thinking characterized by careful evaluation. Skills are generally accepted as concepts which can be taught. Skills are also viewed as **developmental** in nature. Developmental implies a progression from simple to complex, as is the progression through various levels of thinking. To progress suggests that

teachers can provide experiences which could facilitate the development of a skill. It also infers that the lack of experiences could hamper skill development. If in fact, we accept the premise that critical thinking is a developmental skill, home economics teachers must recognize the fact that they can provide instructional strategies which could develop critical thinking skills in students.

Techniques for Teaching Critical Thinking

Recent literature suggests that critical thinking skills must be taught explicitly. Basic to effective critical thinking are the abilities to identify problems, set goals, develop strategies, and evaluate performance. Barell, Liebmann, and Sigel (1988) suggested a process to improve these abilities. The first step is to address the task by identifying the problem and determining how it can be approached. The second step is to monitor progress to determine what has been achieved during the process. Finally, by evaluating progress, it can be decided how effectively and efficiently the task was accomplished. Suggestions for improving the next task assignment are also made during the evaluation stage.

Norris (1985) stated that while it is important for one to be skillful at critical thinking, it is of no value unless one has the critical spirit. This critical spirit is composed of three requirements. The first is that critical thinking skills be used in everyday situations. The second requirement suggests one should think critically about one's own thinking. This ensures that one is honestly seeking to solve a problem, and not just criticizing one's own thoughts. The final requirement is that one act on the decision being made through critical thinking. It is not enough that a decision be made, but action be taken. Home economists can help engender the critical thinking spirit by allowing students to practice skills on daily problems.

Using Writing to Enhance Critical Thinking

Another basic skill addressed in current literature is writing. Why write? "Despite technological advances in communication, the ability to put words on paper or on the screen is still crucial to the work of the world- ... to every human enterprise" (Walvoord, 1986, p.3). Students learn transferable skills such as sentence structure, grammar, punctuation, and style in English composition classes. Non-English teachers should structure assignments which reinforce writing skills across all disciplines. Writing assignments in home economics classes can allow students to build and practice skills such as abstracting, synthesizing and forming logical relationships. Writing is a tool which allows students more time to think about their thinking and learn more fully. If

writing increases abstract, higher order thought, then there is a natural connection between developing critical thinking skills and completing writing assignments. The writing assignment can be formal papers, short projects, or freewriting which allows students to express feelings on an issue.

In the secondary classroom, freewriting is a way to practice writing and also a way to get students to put ideas down on paper. The goal of freewriting is the process, not the product. How can freewriting be used to engender critical thinking in the classroom? It can help students open up and share their ideas, stimulate discussion, and prepare students for more formal critical writing assignments.

To begin the freewriting experience, the teacher announces the topic (i.e., fathers' rights, abortion, housing needs) then allows the students 10 minutes to write on the topic. The teacher may want to play music while the students write. Students should be told not to be concerned with sentence structure, spelling, paragraphs, etc. At this point the goal is to write without blocking their creative expression.

Next, classroom discussions can be used to provide immediate feedback and is a technique appropriate for higher order cognitive changes. Discussions allow students to become more active learners. The discussion should be enhanced from the thoughts students put on paper during the freewriting experience. Through dialogue, discussion, and debate, emancipatory reasoning skills can be developed. Listening to other students' points of view on the topic can also engender an aesthetic response in students.

Last, a more formal paper can be assigned. Students begin with the basic ideas formulated during freewriting and expand on the topic. Students need to be concerned with sentence structure, style, spelling, paragraphs, etc. during this phase.

When structuring writing assignments in order to develop higher order thinking, questions should be based on Bloom's taxonomy (Bloom, 1959; Paul, 1985). **Knowledge** is the lowest level in the cognitive domain and includes the recall of information. **Comprehension** involves the translation and interpretation of information. **Application** involves the ability to use the abstract information learned in concrete situations. **Analysis** is the breaking down of information into its component parts. **Synthesis** is the reforming of parts into a whole which should foster the use of critical thinking. The highest level of the cognitive domain is **evaluation**. It involves the use of judgments and standards, and contains all of the other cognitive levels.

Higher Order Writing Questions

- 1) Compare and contrast child rearing practices of today with those twenty years ago.
- 2) What evidence can you provide to support the statement, "Destruction of the rain forest is a global issue."
- 3) Can individuals make a difference in conserving natural resources? Defend your answer.
- 4) What life experiences have had a significant impact on your life today?
- 5) Summarize the basic facts discussed in class about the employment of married women, why they work, the conflict and strain they experience, and the marital adjustments they face. What solutions would you suggest to help employed married women cope with these changes and conflict?
- 6) Does society have an ethical responsibility to the homeless population in the United States? Support your answer.
- 7) What criteria would you use to assess the ecological safety of a product?
- 8) Taking current affairs into account, what changes might take place in the quality of life of individuals by the year 2020?
- 9) Prenatal tests can now identify genetic defects in the fetus as early as the ninth week. What should the couple do with the knowledge that the fetus has an abnormality?
- 10) Discuss the legal, moral, personal, and social considerations related to abortion.

References

- Barell, J., Liebmann, R., & Sigel, I. (1988). Fostering thoughtful self-direction in students. *Educational Leadership*, 45(7), 26-30.
- Boyer, E.L. (1983). *High school*. New York: Harper & Row Publishers, Inc.
- Beyer, B.K. (1988). Developing a scope and sequence for thinking skills instruction. *Educational Leadership*, 45(7), 14-17.
- Elbow, P. (1981). *Writing with power: Techniques for mastering the writing process*. Englewood Cliff, NJ: Prentice-Hall, Inc.
- Ennis, R.H. (1962). A concept of critical thinking. *Harvard Educational Review*, 32(1), 81-111.

(Continued on page 55.)

The Tree of Knowledge

Ann Lin

Adalai E. Stevenson High School
Prairie View, IL



With Ms. Lin's permission we have reprinted the First Place Critical Thinking Contest Essay from the College of Education Newsletter, University of Illinois at Urbana-Champaign, Spring 1990.

Knowledge is both the seed and the fruit of Man's existence. A measure of growth and achievement, learning is a natural, instinctive process that at times must also be entered into deliberately and with much struggle. Learning manifests itself in an infinite variety of forms both practical and academic. Consequently, knowledge must be obtained through a constantly growing network of sources, at the core of which stands the home. Although many other activities and environments may exert an impact on learning, it is generally the influence of one's home and family that will always linger.

Some sociologists argue that in this modern society of divorce, abusive parents, and unwed mothers, "home" lacks the stability and consistency necessary for learning. Others go so far as to say that families no longer exist for the majority and, therefore, education is best provided by public institutions. However, this idea is based on the assumption that only the traditional nuclear family can create a home environment conducive to learning. In reality, the concepts of "home" and "family" are much more subjective, following no strict rule. Unlike public institutions that must meet certain criteria in order to legitimately exist, a home or family exists when it is acknowledged as such by an individual according to his

needs. For some, family consists of a nuclear unit while others consider a single parent, relatives, or an older sibling to be their family. Moreover, the family is an institution whose existence transcends the social, political, and economic boundaries that have hindered the influence of schools, churches, and other public institutions. Regardless of their composition, all families have the potential to provide the guidance that is the foundation of learning. Due to the flexibility by which a family can be defined, the home environment is easily the most accessible institution in our society. It is this accessibility that allows the home to be a powerful catalyst for learning.

Another criticism against the home environment is that at home, one becomes sheltered from experiencing life in the "real world." There are those who insist that knowledge is best obtained only through firsthand experience. To them, the home environment seems too isolated from "reality" to significantly contribute to a child's life education. Granted the home unit represents but a fraction of society as a whole, yet within this unit, "real-world" experiences can still be learned. For the most part, information and experiences on how the "real-world" operates is conveyed from parent to the child. When a parent laments about office politics at the dinner table or complains about rising interest rates, he is teaching a subtle lesson on the competitiveness of the outside world. The fact that the child experiences this secondhand should not significantly reduce the lesson's impact. After all, throughout our lives, most of our knowledge is gained through such "secondhand" sources as textbooks, newspapers, and even teachers. This explains why one does not necessarily have to become a drug addict to understand the devastation that drug abuse can cause; or that one need not be involved in an auto accident to learn about the dangers of drunk driving. We all learn from the experiences of others—our mothers, fathers, siblings, and friends. We add their experiences to those of our own to be drawn out and used when needed. This is the essence of learning.

Obviously, one does not spend his entire life in the home environment. In fact, more than two-thirds

of one's life will be spent outside of the home. How, then, can the home environment be the most influential factor for learning? Having nothing else with which we can compare them to, we naturally accept our families' values for our own. Thus, even before we enter pre-school, our personalities have already been somewhat developed by our families. As we enter society and come into contact with differing ideas, our values do become modified to a certain extent. However, the attitudes and values of home will always remain the reference point from which we view ourselves and the world. For instance, if raised in poverty, a child may grow to regard the world as the setting in which people cower beneath the hand of malevolent chance and circumstance; or a child whose parents harbor racial prejudices may enter his place in society similarly predisposed to racial hatred. Apparently, the images of home provide us the palette with which we color our perceptions of the world.

Perhaps the greatest impact home has on our lives is that it teaches what society expects of us and what we can expect of ourselves. For the majority of my peers, parents have been their earliest role models. We all remember playing "house" with neighborhood kids. Traditionally, the boys, emulating their fathers, would pretend to go off to "work," while the girls, in imitation of their mothers, would pretend to mind the household. In a similar way, abused children have been found to become abusive parents, unable to completely relinquish that first impression of parenthood revealed in their parents' behavior towards them. A child whose parent encourages him to excel, will usually create high expectation for himself throughout his life. On the other hand, a child who is constantly belittled by his parents will usually lack the confidence to accept new challenges. Thus, for most of us, home is very often the foundation of our identity.

If learning could manifest itself in some tangible form, it would appear to us as a great, towering tree; each branch, twig, and leaf of which is created by memory and experience. Providing support and nourishment for the limbs above are a set of roots. These roots are called home. •••

(Continued from page 53.)

Goodwin, I. (1988, June). Five years after "A Nation At Risk" US schools still seek better grades. *Physics Today*, 50-52.

- Kurfiss, J.G. (1988). *Critical thinking: Theory, research, practice, and possibilities*. ASHE-ERIC Higher Education Report No.2 Washington, DC: Association for the Study of Higher Education.
- National Commission of Excellence in Education (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: Superintendent of Documents.
- National Commission of Secondary Vocational Education. (1984). *The unfinished agenda: The race of vocational education in high school*. Columbus, OH: National Center for Research in Vocational Education.
- Norris, S.P. (1985). Synthesis of research on critical thinking. *Educational Leadership*, 42(8), 40-45.
- Pritz, S.G. (1988). Basic skills: The new imperative. *Vocational Education Journal*, 63(3), 24-26.
- Paul, R. (1982). Teaching critical thinking in the "strong" sense: A focus on self-deception, world views, and a dialectical mode of analysis. *Informal Logic Newsletter*, 42, (2), 2-7.
- Paul, R.W. (1984). Critical thinking: Fundamental to education for a free society. *Educational Leadership*, 42(1), 4-14.
- Paul, R.W. (1985). Bloom's taxonomy and critical thinking instruction. *Educational Leadership*, 42(8), 36-39.
- Ruggerio, V.R. (1984). *The art of thinking: A guide to critical and creative thought*. New York: Harper & Row.
- Thomas, R. (editor) (1986). *Higher order thinking: Definition, meaning and instructional approaches*. Washington, DC: Home Economics Education Association.
- Sheppard, L. (1984, Summer). The role of the disciplines in consumer sciences. *Journal of Consumer Affairs*, 18, 147- 159.
- Skinner, S.B. (1976). Cognitive development: A prerequisite for critical thinking. *The Clearinghouse*, 49, 292-299.
- Wales, C.E., Nardi, A.H. & Stager, R.A. (1986). Decision making: New paradigm for education. *Educational Leadership*, 43(8), 37-41.
- Walsh, D. & Paul, R. (1986). *The goal of critical thinking: From educational ideal to educational reality*. Washington, DC: American Federation of Teachers, AFL-CIO.
- Walvoord, B. E. F. (1986). *Helping students write well: A guide for teachers in all disciplines*. New York: The Modern Language Association of America.
- Yinger, R. (1980). Can we really teach them to think? In R. Young (ed.), *New directions for teaching and learning*, (pp. 11-32). San Francisco: Josey-Bass. •••

Enhancing Writing Skills of Home Economics Teachers

Daisy L. Stewart
Associate Professor
Home Economics Education



Daisy L. Stewart

Penny L. Burge
Associate Professor
Home Economics Education



Penny L. Burge

Janice A. Black
Doctoral Student
Educational Research
Virginia Tech
Blacksburg, VA

Home economics and other vocational education programs have much to gain from using a comprehensive marketing approach to increase support for our programs. For example, better marketing could improve our image with a variety of audiences such as legislators, parents, and community leaders (O'Connor & Trussell, 1987). One component of a comprehensive plan for marketing is the use of newspapers, professional journals, and other print media.

Many exciting things are happening in vocational home economics programs across the country, but teachers are often hesitant to promote their successes through the written communications. One factor which may inhibit home economics teachers from publicizing their activities is a lack of self-confidence concerning writing skills. Enhancing teachers' use of print media has been selected as a priority for Virginia home economics educators.

The Home Economics Education Program Area at Virginia Tech recently conducted a project to assist a small group of teachers in improving their professional writing. This effort was sponsored by the Home Economics Program Services in the Virginia Department of Education. Teachers selected to participate in project activities were among those who

had received funding for model programs in their schools. One of the challenges for directors of these model programs was to disseminate their results through publications.

A one-day workshop was held on the Virginia Tech campus to assist a small group of teachers with this challenge. The activities began with a discussion of commonly felt anxieties about writing with a goal of developing an increased level of comfort. Characteristics and audiences of a variety of publication outlets were described to emphasize the range of possibilities for program promotion. These introductory activities were followed by a concentrated work session.

For this session, participants brought a first draft of a project description written to inform other home economics teachers about the model program they directed. A peer review procedure was conducted by a consultant, Cheryl Ruggiero, from the Writing Center, which is sponsored by the Virginia Tech English Department. Copies of the drafts were distributed and each participant received written feedback from their peers as well as workshop directors. A discussion session provided an opportunity for suggestions regarding revision of each draft. Some time was available for teachers to begin revising their articles with assistance from the writing consultant and Virginia Tech faculty members. A computer was available for word processing throughout the day. Teachers left the workshop with ideas for further revisions as well as suggestions for getting editorial assistance from colleagues in their schools.

As another focus of the workshop, the peer review procedure was demonstrated as a learning activity that could be used in middle and high school home economics classes. Students may be divided into small groups to read and comment on each other's drafts of written reports, using established criteria and discussion questions. Fedje and Essex-Buss (1989) describe adolescents as responding particularly well to evaluations from their peers, resulting in improved writing skills.

Results of these teachers' efforts are presented in the following series of articles describing model home economics programs in Virginia. Other project

(Continued on page 66.)

Home Economics Education Partners with Business and Industry

Eva C. Ratliff, Director
Instructor
Work and Family Institute
Southwest Virginia Community College
Richlands, VA



Today's business world is faced with multiple challenges as it approaches the 21st century. Advances in technology and international competition are major issues with which management must contend. To compound these issues, employers are faced with a work force that is no longer dominated by a working man with the wife and children at home. Women will increasingly flood the workplace as more and more become single parents, are heads of households, or work to supplement the family income. Without the mother at home to take care of sick children or be there for changes in family schedules, much stress is placed on her and other family members. She often has guilt feelings from not meeting full responsibilities at home or at work. Also included in the work force for the 21st century will be the older person. Employers are realizing the cost saving function of retaining older workers, because of their valuable knowledge and skills. Ethnic minorities will also populate the American workforce as they take up residency in virtually every community across the United States. Because of the expected labor shortage of 18 to 22 year olds, all these groups will play a great role in the workforce.

Management must be ready to meet the needs of these diversified lifestyles to maintain a quality workforce that is capable of meeting the demands of the business world. Smart employers of the 90s are doing this by addressing those needs that affect employee productivity. Some of these innovative benefits include flextime, in-house child care and

health club facilities, private counseling, and human resource education. Employers realize the need for a team effort from all employees to maximize productivity and remain competitive. This team effort can be enhanced through a compassionate support system from employers who are becoming increasingly aware of the necessity for providing programs and policies that address the personal needs of families and individuals.

What does all this have to do with home economics education? The answer is plenty. The challenge of balancing workplace demands with family responsibilities has led to an educational opportunity that paves the road for the future of home economics. What better source than a home economist to present seminars which benefit companies and employers in the following ways:

1. reduce job stress due to conflicts between work and home,
2. increase employee productivity;
3. build self-esteem and motivation;
4. improve employee lifestyle factors;
5. provide a positive approach to personal problems and personal growth; and
6. create a sense of loyalty and goodwill toward the place of employment.

The Home Economics Program of the Virginia Department of Education has zeroed in on the needs of the business community by implementing a program developed by the Minnesota Work and Family Institute. This Institute offers educational services to companies on issues related to balancing work and family. The philosophy of the Institute views a productive way of life for all individuals in which personal needs are considered and respected. It is designed to enhance the lifestyle of individuals, both at work and at home, by providing seminars that offer information and support needed to cope with day to day demands.

In 1988, requests for proposals for a Work and Family Institute were distributed throughout the Virginia Community College System. Southwest Virginia Community College was selected to pilot

(Continued on page 62.)

The Dual Enrollment Agreement in Virginia

Jean King
Child Care Occupations Teacher
Gloucester High School
and Vocational Specialist
Gloucester, VA County Public Schools



An exciting and promising educational initiative which has become a reality in many public schools in Virginia is the dual enrollment agreement between local school divisions and the Virginia Community College System. Under this cooperative arrangement, high school juniors and seniors enrolled in approved high school courses may simultaneously earn high school and college credit. Dual enrollment agreements expand educational opportunities for high school students in the academic, fine arts, and vocational subject areas. In addition, educational tax dollars supporting dual enrollment programs are spent wisely because agreements eliminate unnecessary duplication of programs and equipment in high schools and community colleges. Lastly, dual enrollment agreements encourage high school students to continue their education by allowing them to accrue college credit during the high school years (Finley, Davis, & Hockaday, 1988).

A Dual Enrollment Agreement for the Child Care Occupations Program

In July, 1989, Gloucester County Public Schools and Rappahannock Community College, located in Glens, Virginia, approved a unique dual enrollment agreement. Under the terms of the plan, high school students enrolled in the Child Care Occupations program at Gloucester High School may simultaneously enroll at Rappahannock Community College in the Child Care Career Study Certificate program.

Participating students who successfully complete the two year high school program also earn 15 college semester credits. The course work must meet

the standards for both the high school and the community college courses. Classes meet at Gloucester High School in the vocational department and are taught by a qualified high school instructor, who also meets the employment qualifications of the Virginia Community College system. Under the terms of the agreement, the Gloucester County School Board is reimbursed for the use of a qualified instructor. In turn, participating students' college tuition and fees are subsidized by the school board. Textbooks for the course work are included in the Gloucester County Schools textbook rental plan. The net result of this financial arrangement is a minimum personal expense for payment of college tuition for the high school student.

Besides financial incentives, students seeking careers in the day care field after graduation from high school will have the documented educational background required for employment in many licensed day care centers in Virginia. Previous high school graduates who successfully completed the two year Child Care program, prior to the dual enrollment agreement, often faced difficulty when seeking employment in day care centers without college certification. Although certification of day care workers is not required prior to employment at the present time in Virginia, the employment requirements are moving in that direction.

In addition, students may move up the day care career ladder more quickly since the 15 college credits earned apply to the educational requirements for the position of director. In the state of Virginia, a day care director or assistant director in a licensed center must complete 48 semester hours of college credit, with a minimum of 12 semester hours in early childhood education courses (*Minimum Standards for Childcare Centers*, 1989).

Transferability of Courses

The objective of the Career Studies Certificate is to provide a highly specialized, condensed program of studies. Generally, courses offered in this type of program are not designed for transfer to four-year colleges. However, the child care courses are college level and are recorded on the student's college transcript. These courses can be applied towards certificate and AAS degree programs within the Virginia Community College System. Several four-year colleges in Virginia will also accept the child care

courses, although participating students are encouraged to contact the college which they plan to attend to inquire if the courses are acceptable. The agreement offers no guarantee of transferability of courses to four-year colleges.

Development of the Plan

A writing team consisting of Michael Willis, Vocational Director of Gloucester County Public Schools; Rick Ughetto, Continuing Education Director at Rappahannock Community College (RCC); Robert Griffin, Dean of Academic Affairs at RCC; and Jean King, Child Care Occupations Instructor and Vocational Specialist for the school division, was organized in the fall of 1988. The team cross referenced the competencies in the two year child care programs into five college semester courses. The following course sequence was established:

Child Care Occupations I: 2 units of high school credit

EDU 110 Introduction to Child Care (3 college credits)

A course designed to introduce students to child development, the day care setting and the needs of young children being cared for outside the home.

EDU 125 Creative Activities for Children (3 college credits)

A practical laboratory course which acquaints students with age appropriate activities which encourage the development of creative thinking skills in young children.

Child Care Occupations II: 2 units of high school credit

EDU 118 Methods and Materials in Language Arts (3 college credits)

A course designed to introduce the student to pre-reading and language arts activities for young children.

EDU 215 Models of Early Childhood Education Programs

A course which instructs students in the development and administration of day care programs. Virginia licensing requirements are included in the coursework.

PSY 135 Child Care Psychology (3 college credits)

Major theorists of personality development are studied in the course and applications to the care of children in a center are studied.

Students meet for two 45 minute class periods per day, five days per week. The high school contact

hours exceed the minimum contact hours for a semester college course. This accounts for the fact that students are able to complete course requirements for nine college credits in Child Care Occupations II.

Another unique facet of the dual enrollment program is the inclusion of a student practicum working with preschool children in the laboratory nursery school housed in the home economics department at Gloucester High School. Over the two year course of study, students complete 120 hours of simulated employment experience.

Present Status of the Agreement

In the 1990 spring semester, 15 high school juniors enrolled in the Child Care Occupations I course are taking advantage of dual enrollment with Rappahannock Community College. In September 1990, the second year of the dual credit arrangement will be phased in as the current Child Care I students advance to Child Care Occupations II.

This agreement has already produced benefits for the Child Care Program at Gloucester High School:

- Enrollment has increased over previous years.
- Student academic performance and motivation have improved.
- Students who may not have previously considered further education beyond high school have made commitments to continue their education after high school graduation.
- Community awareness of the Child Care Occupations program has increased.

Our dual enrollment agreement is an educational partnership which affords expanded educational opportunities for students in a true spirit of cooperation. For more information on this project, contact Rick Ughetto, Director of Continuing Education, Rappahannock Community College, Glenss, VA 23149.

References

- Finley, D., Davis, S. & Hockaday, J. (1988). *Virginia Plan For Dual Enrollment Between Virginia Public Schools and Community Colleges*. Richmond, VA: Virginia Community College System.
- Minimum Standards For Licensed Child Care Centers*. (1989). Richmond, VA: Virginia Department of Social Services, Division of Licensing Programs. •••

Gifted Students in the Child Development and Guidance Program

Elizabeth Thomas
Child Care Occupations Teacher
Virginia Beach Vocational Technical Education
Center
Virginia Beach, VA
and
Phyllis Cannon
Coordinator of Home Economics Education and
Vocational Education
Virginia Beach Public Schools, VA



Elizabeth Thomas



Phyllis Cannon

In the past, vocational education programs have been stereotyped as mostly for average and poor achieving students. Many academic students were enrolled in the vocational classes, but no attempt to interest gifted students had been initiated. When the Virginia Department of Education offered grant funds to write a curriculum guide for gifted students in child development and guidance, Virginia Beach City Schools presented a proposal which was approved. The proposal had at its heart the long recognized fact that skillful nurturing, effective guidance, and efficacious teaching during the preschool years are very important to a child's total development. The long term values of interesting more gifted students in child-related professions include both personal and societal significance as well as enhancing the appeal of vocational education to a large audience.

The child care occupational classes at the Virginia Beach Vocational Educational Technical Center have had mostly college bound students enrolled in the program. The teacher of these students had determined the need for more innovative learning experiences, critical thinking skills, and career

skills in the curriculum. This grant presented the opportunity to write a curriculum guide for gifted students in the consumer and homemaking classes as well as to get ideas for improving the child care occupation program at the same time. Gifted students in grades ten through twelve at each high school in the Virginia Beach system will benefit from the program.

Program Goals

1. Goals and objectives were identified for writing a Gifted Child Development and Guidance curriculum guide for a one-year program. The first step in this development was to survey all states in the nation for curricula already developed in this area. Texas had developed a guide called Advanced Child Development. After a request was made to review and use ideas from this guide, some of the classroom instructional activities were identified for implementation.
2. Textbooks, brochures, and other materials were studied to understand more clearly the unique needs of the gifted students. Appropriate materials, media, and reference resources were identified.
Activities were identified for stimulating critical thinking skills. Career skills and opportunities were explored. An apprenticeship/mentorship experience was provided to allow the students to gain knowledge of the career options. Field trips to medical establishments and other child-related businesses enriched the learning experiences. Preschool children were invited to the classroom to provide hands-on experiences for the gifted students. Through a wide variety of practical, challenging, and real-life experiences, the students experienced a broader spectrum of child-related professions.
3. Promotional materials were developed to inform students, parents, school personnel, and community employers about the program. An interview with the child care occupations teacher on the school-sponsored television station also highlighted the program. Memos were sent to principals of secondary schools to keep them updated

on the progress of this new gifted/vocational education venture. Articles describing the program were in the local media. Special programs were presented to the school system's guidance personnel.

4. Students eligible for the program are those who are college bound with a three-point grade average and who are interested in entering an early childhood-related occupation. The gifted and guidance personnel assisted with the selection of students.
5. In order to develop a quality curriculum guide, professionals from the business community, the local community college, and school system were identified as consultants. Planning sessions were held with the appointed committee. With the help of the consultants, the competencies to be taught were identified. The coordinator of the gifted program presented many ideas for stimulating critical thinking, problem solving, organization, coping, group processing, decision making, and encouraging creative expression. The assistant principal of the Vocational Technical Education Center, who is a former child care occupations teacher, correlated all of the ideas into a final draft.

The competency-based education guide allows the students to study different theorists and their philosophies relating to child development and guidance. The students explore careers relating to early childhood, such as education, art therapy, play therapy, child psychology, and pediatric nursing. Employability skills are emphasized. Some of the instructional activities include guest speakers from medical professions, media and instructional specialists, preschool directors, nutritionists, and health care specialists. Many opportunities are presented for research, hands-on experiences, development of instructional materials, leadership training, cognitive development, and self-expression.

The generic and environmental effects on the developing fetus are also studied. Students will examine the patterns of child development, including physical maturation, and emotional, social, and intellectual development. Carefully selected toys and educational manipulatives are a part of the study of stimulating and motivating child growth. Examples as suggested by Piaget, Montessori, and British infant school theorists have been selected.

Other task areas studied are exceptional children, guidance techniques, general behavior, and safety techniques. The production of a first aid

handbook for children is a classroom cooperative effort.

Preschool children are invited to the classroom one day per week to allow the students to observe, study, and analyze behaviors, patterns, and problems. This enrichment experience provides the high school student hands-on experiences for guiding, understanding, and learning about children. Learning centers teaching art, music, science, dramatic play, language arts, storytelling, and practical life applications are created and used with the children.

An especially exciting feature of the class is the mentorship component. The students explore areas of related interests through an internship/mentorship program. The one-semester course will permit the students to participate in this activity for approximately one week to ten days. Working with professionals in the community, students have the opportunity to assess, first hand, child development service careers.

Program Success as Observed for Pilot Program

The students have been very excited about the course. Some have commented that it has been the most rewarding time in their educational experience. Some students have been accepted in early childhood education programs in colleges for the fall semester.

The students and teachers feel that the computer with selected software, the camcorder, media materials, and educational manipulative toys purchased from the grant monies have contributed to the course success.

The vocational educational and gifted personnel are working together to achieve one goal: to prepare our students for successful child care and guidance careers and to have a positive impact on our society. Gifted students are finding that the science of child development can be challenging and motivating. The vocational home economics teachers are enjoying a new audience with whom to share their expertise and training. The results have definitely been a "gift" to all involved.

Program Developers

Funding Agents

Sharron K. Glasscock
Associate Director of Home Economics Education
Virginia State Department of Education

Dr. Foster B. Miles, Jr.
Supervisor Vocational Contracts and Grants
Virginia State Department of Education

Directors

Elizabeth C. Thomas
Child Care Occupations Teacher, Vocational
Technical Center
Virginia Beach City Public Schools
Phyllis F. Cannon
Coordinator, Home Economics
Virginia Beach City Public Schools

Consumer and Homemaking Pilot Teacher

Brenda O. Snead
Teacher, Salem High School
Virginia Beach City Public Schools

Curriculum Guide Developers

Dianne P. Bowyer
Assistant Principal, Vocational Technical
Education Center
Virginia Beach City Public Schools

Hazel H. Jessee
Coordinator, Secondary Gifted Education
Virginia Beach City Public Schools

Consultants

Jeanne Atkinson
Director, Stratford Preschool
Joseph P. Kennedy Foundation
Virginia Beach

Juanita Felton
Gifted Resource Teacher
Virginia Beach City Public Schools

Nancy Guarnieri
Early Childhood Instructor
Tidewater Community College
Virginia Beach Campus

Typists

Rex C. Thomas
Donna S. Sawyer

...

has proven to be very successful. The project's impetus has been to serve a wide variety of groups and to reach as many audiences as possible in order to make it self-supporting at the end of the three-year period. Southwest Virginia is a rural area deprived of organized training in balancing work and family issues. Individuals frequently suffer from stress, conflicts at home and at work, a sense of guilt when children must be left behind, and reduced productivity at work. Because of its geographic location, these problems are compounded by long commuting distances. Stress is often present due to the fear of losing one's job because of the region's history of ups and downs in the coal industry, a major employer in the region.

Many businesses and agencies have taken advantage of the seminars offered through the Work and Family Institute to train, retrain, or upgrade employees. Through the use of a survey instrument, seminar topics and time frames are customized to meet employee needs. They are normally held at the beginning or end of a shift, on weekends, or at lunch time.

The most popular presentations include those related to employee wellness. Most companies want a series of topics under this "wellness" heading that run concurrently. Those topics generally include stress management, setting priorities, physical fitness, nutrition and meal planning, communication skills, self-esteem, understanding values and personalities, and goal setting. Other frequent requests are for topics in the area of parenting. Those include handling guilt as a working parent, overweight children, nutrition for children, communicating with children, and leisure time with children.

The Work and Family Institute has provided services for approximately 35 area businesses and agencies. Current innovative projects include providing pre-employment training for several new industries in the area, lunch and learn seminars for women in management, and providing services for the start up of formalized tourism training in the area.

Many participants have commented that Work and Family seminars are the most helpful programs that their company has offered. Many say that the home economics teachers are the perfect people to present the seminars because of their educational background and understanding of individual needs. Virginia Home Economics Education and the Work and Family Institute at Southwest Virginia Community College have worked together to provide the services needed to help the business world cope with the challenge of the ever-changing employee. ...

(Continued from page 57.)

the first project and was awarded a three-year grant through the Carl D. Perkins Act to fund the program. The project is in its second year at the college and

Project CARE—Making A Difference with Teen Moms

Helen B. Snyder
Supervisor of Home Economics and
Vocational Special Needs
Newport News Public Schools, VA



While one might hope that improved family life education would eventually eliminate the need for programs such as Project CARE, the reality is that young girls do become pregnant. The children of these children suffer one of the highest mortality rates of all groups of America's young. The incidence of learning disabilities, mental retardation, and chronic health problems puts these babies at risk in schools and communities throughout the nation. To alleviate such problems the development of teen mothers and families has become a major component of vocational home economics. Because of this mission the Home Economics Department of Vocational Education in Newport News Public Schools addressed this reality through Project CARE.

Premature delivery and low birth weight are two leading contributors to the high infant mortality rate for babies born to teenage mothers. Unlike most girls in similar circumstances, the teenage mothers in Project CARE have normal weight, full-term babies. The project's main priorities are healthy babies and keeping our teen mothers in school. Project CARE, now in its fifth year of operation, stresses good nutrition and medical care throughout pregnancy. The program has made a difference because students are having normal birth weight babies and are returning to regular classes in their schools.

Since 1985, the Newport News Public School Division has had a program for pregnant teens and teenage parents. We named our program Project CARE, offering it as an alternative learning experience for pregnant teens in grades 6 to 12. The program gives students the option of leaving their home schools to gain instruction at a central site. The program provides parenting skills, support services, and opportunities to continue receiving academic credit

toward graduation. This effort is also part of the Newport News Public Schools' state-mandated Family Life Education Curriculum, which was developed using the four-pronged model of awareness, information, prevention, and intervention.

Teen pregnancy was becoming a problem in the middle schools as well as the high schools and middle school principals voiced concerns that the needs of teen mothers were not being appropriately met in the middle school setting. The average middle level student has other immediate needs--such as social life and academic issues.

With the support of middle school principals, the plans for a self-contained academic class and a parenting class for students as an intervention effort of Family Life Education were implemented. At the same time, the Newport News Schools began instruction in parenting for pregnant teens in high school.

All students take a class in child development and parenting. High school students take a minimum of three additional classes to include English, math, social studies, and/or an elective. Middle school students continue to take their scheduled classes and remain in a self-contained classroom.

Students can enter the program as soon as they find out they are pregnant. A referral form from the principal or guidance counselor, a parental consent form, and a doctor's confirmation of the student's pregnancy with statement of medical care are required for admission.

The students who choose to come to the program agree to participate during the semester the baby is delivered. The girls also receive six weeks of homebound instruction and return to Project CARE to finish the semester. They also study human reproduction and sexually transmitted diseases.

Individual student plans are made to meet the academic, social, and physical needs related to the pregnancy, so that the student can maintain a healthy self-concept. The learning environment is unique: students are grouped according to age and condition--those who are pregnant and those who are new mothers. They study prenatal care and development, teenage parenthood, infant development, infant care, and childhood development. Some students, especially the younger ones, request to stay for a full year rather than one semester.

Project CARE Offers

Preparation for parenthood

Course content tailored to student needs

Relevant topics

Peer support

Support services - counselors,
medical professionals,
community agencies

Problem-solving

Family life education

Small classes

Career assessment

Symposiums for teenage fathers

There have been two home economics teachers who teach and coordinate the program with schools and community agencies. A nurse, part-time secretary, guidance counselor, and an impact team comprised of school psychologists and social workers also have worked cooperatively to serve the students.

This program assists teenage mothers in gaining marketable skills so they are more aware of the need to be better prepared to become wage earners and assume more financial responsibility to support their children. Students are referred to the school division's vocational evaluation services in order to determine their areas of career interests, aptitude, strengths, and academic and employability needs.

A related gender equity project, CARE Co-Op, helps teenage mothers find jobs. In the cooperative program students attend school and work part-time. Career assessment is provided to make them more aware of their options and to encourage them to make career choices. Students also are introduced to the wealth of community resources available to mothers and families. Obstetricians, pediatricians, wellness experts, psychologists, and representatives of various community service agencies serve as resource people for the project. Teen Moms, an outreach support group for teenage mothers who have returned to regular school, is offered in three of our four high schools and will be expanded to the fourth high

school. Teen Moms activities are planned jointly by the CARE coordinator and the guidance counselors in the regular school. Unique problems and concerns of the teen mothers are addressed in program planning to encourage the young mothers to stay in school. Symposiums for teenage fathers, highlighting the father's role in parenting, also are provided. Each new component has been designed to address the additional needs students have helped to identify. As a result, participants in these new components have found them relevant and helpful.

Project CARE has received funding for two years under the GRADS (Graduation, Reality, and Dual-Role Skills) program from the Virginia Department of Education using consumer and homemaking money from the Carl Perkins Vocational Education Act. During this time, our teachers and supervisors have informed many people about the program. Our teachers have given workshops, participated on panels, and represented the program on community committees.

Many groups have toured our facilities and talked with students and teachers. The program has served as a model for schools that are implementing the program. Information also has been disseminated through brochures and project reports. As an important segment of the Family Life Education program, reports have been given to the school division's Community Involvement Team and the school board. The program has received two state awards for excellence.

Across the nation, approximately 20 percent of pregnant teenagers continue their schooling. Early in the 1989-90 school year, 80 percent of 1988-89 Project CARE students were still in school. The percentage has remained at or above 80 percent since 1985-86. The support services and the self-confidence the project instills make it appealing. Project CARE demonstrates that teenagers can have healthy babies; they can learn to cope with the challenges of teenage parenting; and they can continue their education.

The program continues to receive high marks from students, parents, and support personnel. Community support has grown with the success of the project. The Kiwanis Club, Delta Kappa Gamma Honorary Society, and the Junior League of Hampton Roads have volunteered their support. The program also continues to receive support from individuals in the community. Health professionals have responded favorably about the knowledge and understanding that program participants have. Resources and encouragement have been provided by the school board, division superintendent, principals, administrators, and staff.

(Continued on page 66.)

Implementation of Computer Activities to Enhance Consumer and Homemaking Education Programs

Mary Lou Bevins
Home Economics Teacher
Castlewood High School, VA



The widespread use of microcomputers and their integration into the home and the workplace make this rapidly changing technology important for home economics curricula. A large number of students enrolled in consumer and homemaking classes in Russell County, Virginia have had minimal exposure to computers. The County Vocational Director, Carl Jackson, designed a project to help meet the needs of these students. This project has been located at Castlewood High School and is gradually being integrated into other schools in the county.

Funded by a grant from the Virginia Department of Education, this program was developed with the following objectives:

1. To provide integration of computers into consumer and homemaking courses.
2. To reinforce basic skills in consumer and homemaking education courses.
3. To develop methods for computer assisted classroom management.
4. To provide training for the home economics teacher in the use of computers.
5. To provide computer hardware and software to accomplish the stated objectives.

Grant money provided for the purchase of three microcomputers with color monitors and a variety of software. Local funds provided for additional supplies and equipment necessary to carry out the project.

Although time consuming and often frustrating, previewing the software proved to be a true learning experience. Students played a major role in this review, with the goal of locating appropriate software for each area of home economics.

Sorting through catalogues I chose software from a variety of subjects compatible to my computers. Most of the software companies I ordered from had a 30 day approval, but required purchase orders. It took longer than I realized for software to arrive and be previewed in the time allowed. Also the type of computer hardware can limit the availability of software. I have found that there is a better selection of computer software in areas such as foods and nutrition, consumer education, and child development while areas such as housing and clothing were less well represented. Most of the software I chose was priced from \$50.00 to \$100.00 and was easy to use.

Before computers were introduced into the classroom, teachers relied primarily on textbooks, lectures, and audio-visual aids. The home economics curriculum is changing as rapidly as the methods for teaching. Students enter a new world of learning with the touch of a keyboard that serves as an instrument for discovery and progress. Information once found in textbooks appear on computer screens in a new and fascinating form.

Computers were introduced into my classrooms two years ago and have shaped the way I teach along with the manner students receive the information. For example, at the beginning of the year, students took turns using a self-concept software program in an eighth grade life management skills class. While a group was assigned to the computers, the remainder of the class assumed activities such as completing related assignments at their desks. The use of two teaching tools at the same time is sometimes difficult to juggle, but the benefits outweigh any problems I encounter.

Several software programs help students learn about nutrition--choosing appropriate snacks and good eating habits. Other programs feature prenatal care and new infant care. Many of the programs are designed in a question and answer format. Some are

games, and others offer musical sound effects that appeal to the students' age groups. Programs offer some artwork along with the information.

A computer class is essential for the instructor, especially those who have little or no experience with a computer system. After I completed a class a few years ago I realized how a computer can revolutionize the classroom.

Through participation in another computer class I was taught basic knowledge of the use of computers and had "hands on" experience with word processing and spreadsheets. The most useful of these has been word processing. It has not only been helpful in writing reports and making out tests, but has also been very useful for FHA activities, including various FHA reports, invitations, handbooks, and yearbooks.

Another way I use word processing within my classroom is by requiring the students to review an article from *Choices*, a magazine for home economics students, then write a report summarizing the article, and print out a copy. Some students have come in during study halls to print out copies of other reports required of them.

Students receive practice in reading and processing information. The computer reinforces basic skills of the three R's. Programs teach students about maintaining a checking account and earning and investing money. Reading from the computer monitor allows students to learn proper sentence structure as well as grammar skills.

Students at Castlewood High School have shown much interest in the computers. Approximately 75 students are using the computers and because of this number it does take time for each student to complete a particular program. Students are always eager for their turn. The computer has proven to be a very effective tool in instruction. This project has and will continue to motivate students to learn and take more active part in the subjects taught in consumer and homemaking courses. •••

The job of the teacher is to arrange victories for his students.

Quintilian

(Continued from page 56.)

outcomes include using writing skills to market program success through a variety of outlets. Teachers were encouraged to write articles for local newspapers, state professional organization newsletters, and other print media.

References

- Fedje, C. G., & Essex-Buss, L. (1989). Words of wisdom--theirs, not mine: Evaluating students' writing. *Illinois Teacher*, 32(5), 190-193.
- O'Connor, P. J., & Trussell, S. T. (1987). The marketing of vocational education. *Vocational Education Journal*, 62(8), 31-32. •••

(Continued from page 64.)

Project CARE is important because children's lives depend on it. Since the project began five years ago, only four children have been born with low-birth weight, and most of them are now healthy infants. This record--some 200 hundred babies born to teenage mothers--makes the project an imperative aspect of the Newport News Public Schools.

The project also is important because it often addresses for the first time the type of chronic social problems that cause young girls to run away from home or attempt suicide. These troubled teens are in an environment that encourages them to seek help for problems of family violence, sexual abuse and rape, substance abuse, and poverty. The peer group setting enables the young women to learn to be better mothers and encourages them to continue their academic studies.

The school system benefits from this program because healthy babies are more likely to result in healthy students as they enter kindergarten. The parenting skills learned in the program will enhance the school readiness skills of the children of these young mothers.

Finally, Project CARE is important because it is a practical, humane and realistic approach to an all-too-common community problem. Until an excellent education program brings under control the problems associated with teenage pregnancy, our community cannot afford the loss in human potential that such a threat poses. •••

Conflict Resolution: Win, Lose, or Draw

Tommie Lawhon, Professor
Child Development and
Family Relations
University of North Texas
Denton, TX



Home and work environments need to be healthy to strengthen family members and society. Anger, resentment, guilt, and other feelings that damage relationships result when dilemmas are not faced or when improper techniques are utilized to resolve difficulties. Home economists recognize the importance of strong family relationships and the need to resolve problems in both the family and the workplace.

Teachers of child development, family relations, home management, stress management, and other related areas have opportunities to help students to develop life management skills that will enable them to survive in the changing world. Part of this survival depends upon listening, communicating, and cooperating with others (Storrer, 1989).

Human relationships impact every area of life. An underlying requirement of relationships is being able to resolve conflicts (Brown, 1989). Disagreements between students, students and teachers, employees and employers, customers and businesses, tenants and landlords, children and parents, spouses, and neighbors are common. Communication patterns are important in developing and sustaining relationships, and have an impact upon personal and professional leadership and growth. Dealing with difficulties can be a process in which everyone wins, or compromises, or loses, or it can be a situation that results in a winner and a loser. Having a winner and a loser drives a wedge between parties.

When frictions arise, constructive communication skills, brainstorming sessions, and other negotiating methods can be utilized to reduce or eliminate differences. The development, refinement, and application of these negotiating methods are assets for life.

Conflicts: Positive or Negative

Conflicts have some positive functions. They stimulate interaction and emotion, thus increasing the likelihood of constructive problem solving. Disagreements may also lead to the clarification of rules and positions and can encourage self-expression (Bahr, 1989).

However, some conflicts undermine cohesion and heighten hostility, thereby interfering with effective problem solving (Bahr, 1989). Hostility decreases morale and results in feelings of rejection that can be reflected through behaviors that range from withdrawal to aggression (Thompson & Rudolph, 1983).

Denial, practiced by many, does not solve a problem, but practical communication skills lead to clearer understandings of issues. What are some communication techniques for dealing with difficulties?

Dealing With Difficulties

Students effect change and are affected by change. When considering pressures in the classroom, school, home, place of work, and pressures from peers, it is imperative that each child develop the skills necessary to communicate effectively in situations where contentions arise. Communication skills are essential when attempting to influence a change in the actions and/or decisions of others.

Attempting to influence another is common and may occur when making weekend plans, budgeting time and money, buying a car, selecting food, and caring for others. Influence may also be used when deciding about sex and children, planning a vacation, selecting a home, choosing a job or career, and in other areas of life where two or more people have contact.

Some communication techniques useful in helping both parties to reach agreements have been adapted from *Business Confidential* (1988b):

- Have the other person's full attention before beginning the conversation.
- Select a place that will be free of noise and interference. Reasoning is difficult when there are too many distractions.
- Use eye contact, sit erect, and be alert to reinforce the seriousness of the message.

- Ask questions to be sure that the other person is listening.
- Think through the issues and be specific about the assistance or action desired.
- Present facts and be prepared to offer solutions.
- Make clear, simple, and direct statements, and avoid provoking alienation or hostility.
- Pause, speak slowly and clearly, and consider the other person's point of view.
- Watch personal body language so that it conveys the same message as the spoken words. When there are discrepancies between the two, the body is a better indicator of truth than the words.
- Avoid pressing the other person.

The techniques listed above require thinking, planning, communicating, and problem solving. The utilization of these skills is an asset to one's self-esteem and general welfare.

It is important to get facts straight, to be clear on positions, know what is to be accomplished, and work to get it (Hoffman, 1989). These steps will clarify goals and reduce indecisiveness.

Being able to define a problem, develop a plan, and work toward a solution is an important part of self-evaluation and is a self-esteem builder (Uhlenberg, 1989). Reaching solutions often involves individual negotiating skills.

Using Negotiating Skills

Negotiating involves conferring and discussing to reach an agreement on a subject of common interest. The basic purpose of negotiating is to cope with a matter successfully and this may include bargaining to reach agreement (McKechnie, 1983).

Throughout life there are many opportunities to use negotiating abilities. For example, these skills are useful when selecting a university, purchasing or selling items, preparing prenuptial agreements, planning a divorce, setting or reestablishing child support, and dividing and distributing property following a death in the family.

Negotiating to resolve conflicts and to establish points of agreement can be a useful and powerful tool in dealing with differences. Most matters can be resolved by the parties if the emotions have not become too frayed and if positions have not been "cast in stone" (Matheny, 1989). However, there are barriers to successful negotiating (Brown, 1989). Some of these barriers are: attacking the individual rather than the problem; trying to win rather than trying to solve the problem; having minds made up before the negotiation; directing discussions toward one position rather than exploring options; attempting to break the other person's will; and threatening those who

disagree with a point. Accepting and respecting the other person's opinion and recognizing each other as problem-solvers will more likely result in mutual feelings of fairness.

C. L. Karrass (1983) recommends several negotiating techniques for resolving conflicts:

- Listen to determine the real offer, find areas of mutual agreement, and introduce new alternatives and possible solutions.
- Use tact when introducing arguments or facts that will prove another wrong.
- Avoid demolishing another's case and give a way to retreat from a position.
- Change the atmosphere from competitive to cooperative when possible.

There are times and circumstances where a decision must be made. However, not all negotiating efforts will result in a solution that is acceptable to all parties. When seeking the understanding of those affected by a decision, do not expect to eliminate all opposition. Some resistance may be resolved through brainstorming sessions. Brainstorming is one method that can be useful in seeking input from those impacted by the problem or the solution.

Communicating By Brainstorming

Creative ideas can result from a brainstorming session. The purposes of brainstorming are to assemble a group of people, to stimulate lateral thinking, to link unrelated ideas, and to break the regular logical approaches. This method is more effective when the problem is defined in writing prior to a meeting so that participants have enough information to understand the situation. The goal is to solicit fresh ideas. Participants are encouraged to express any views and they need to be assured that no proposal will be criticized. The leader accepts all input and avoids complimenting, questioning, or "putting down" suggestions (*Business Confidential*, 1988d).

Set a time limit for a session in advance so that everyone is aware of how much input can be provided. Maintaining a relaxed atmosphere, redefining the problem as necessary, taking notes, and avoiding negative thinking enhances the effectiveness of the meeting (*Business Confidential*, 1988a). Following a session the recorded recommendations can be reviewed. Many suggestions sound better the second time (*Business Confidential*, 1988c).

There are occasions when neither effective communication skills nor brainstorming will produce the needed results. In these cases, outside help may be

necessary. This assistance can be provided through mediation or arbitration.

Communicating Through Mediators and Arbitrators

A third person can be an asset in dealing with conflicts. Two techniques in which a third person is utilized are during mediation and arbitration. A mutual friend of the two parties who attempts to effect a reconciliation is a mediator. Mediation is the intercession of one power between two or more parties on their invitation or consent to attempt amicable resolutions. Mediators attempt to reconcile opposing forces, settle disputes, and effect agreements between others (Morehead, A. & Morehead, L., 1972).

A mediator may assist parties to reach joint decisions regarding written contracts, division of property, agreements with builders, problems with retail businesses, and premarital, marital, and family concerns. Mediators also serve as consumer credit counselors and in many other areas that benefit those who want to make their own decisions rather than having the court decide for them.

A distinct difference between mediators and arbitrators is that mediators attempt to bring the ideas of people together while arbitrators hear, decide, and determine or make decisions based upon the facts. They serve as judges. Arbitrators can be chosen by the two sides, or they can be appointed.

Arbitrators are often utilized after mediation fails to produce a decision suitable to both parties. Some examples of when arbitration is used are while negotiating a work contract, employee benefits, salary, work hours, and other factors. Arbitration is also useful in settling selected work disputes. It is important to choose an arbitrator who is experienced in the kind of problem under consideration. The parties need to meet before arbitration to agree on as many facts as possible, take another look at the differences to see if the outcome is predictable, and consider settling the dispute. If there are deliberations, ask the arbitrator to write a brief opinion so that the message will be clear to both sides (*Business Confidential*, 1988a).

There are times when arbitration is necessary, but there are some disadvantages in using this method. One disadvantage is that a decision can be passed down to the parties that is less satisfactory than a compromise developed and agreed upon by all. Arbitrators are usually paid for their work, so the process can be costly, time consuming, and energy draining.

Students need to recognize when outside help is necessary. Home economics teachers can provide instruction and model behavior that will benefit students in resolving frictions.

Modeling and Other Teaching Techniques

Home economists who encourage the development of healthy conflict resolution techniques are assets to students as challenges are faced. One way of providing this encouragement is by being a good example.

An integral part of learning is modeling--the process whereby people pattern their behavior after that of others. Individuals are more likely to model behavior after those considered admirable, powerful, or similar to them, particularly if they have observed reinforcement of the behavior pattern (Bandura, 1977).

Modeling occurs at every age. Some is taught but much of it is acquired by observation (Berger, 1987). Teachers who utilize healthy patterns of conflict resolution which include verbal and nonverbal communication patterns are more likely to encourage students to do the same.

Students also learn to recognize options by working in groups. One activity in which negotiating techniques can be applied is role-playing. This method affords a safe means of exploring and practicing. Working through a situation permits one to see which techniques are successful. Later, when faced with a problem, the student will have more knowledge and experience and will feel more confident in dealing with a conflict. Brainstorming enables students to reach a decision about what problem to use for role-playing episodes. Characters may include children, teenagers, parents, teachers, older adults, employers, employees, mediators, and arbitrators.

Another teaching strategy is to provide a list of the effective communication skills previously mentioned and have each student develop a script that involves a point where negotiations take place. Once the script has been written, have students read their creations before a mirror. Facial expressions, body gestures, tone of voice, eye contact, and other relevant observations are recorded and submitted along with the script. Students can help each other with scripts and can practice before each other to see if gestures have been accurately recorded.

A popular strategy for teaching skills is through the use of case studies. This approach allows many alternatives to be considered. After a case study is presented, students may be divided into three groups. The first group works on a solution using the list of ideas under "Dealing With Difficulties," the second

(Continued on page 75.)

Working with Child Abuse Victims in the Home Economics Classroom

Peggy T. Pearl
Consumer and Family Studies
Southwest Missouri State University
Springfield, MO



One in seven children in our schools has experienced child abuse (AAPC, 1986). The classroom teacher, consequently, will have students who have a history of maltreatment. Because of the nature of home economics subject matter content, the home economics teacher can be very effective in preparing the child abuse victim for life. A student's history of maltreatment causes predictable classroom behaviors, developmental abilities, and academic needs. This paper will briefly describe the student with a history of maltreatment and then discuss some teaching techniques that may optimize the learning environment for abused and maltreated children.

Characteristics of Students with A History of Maltreatment

The child victim has not developed the basic trust necessary early in life, and subsequent psychosocial development is delayed. The child cannot trust her/himself nor the environment, lacks the self-esteem necessary to try new learning, and fails to learn the age-appropriate behaviors of the family, peer culture, or the classroom. The child's need to be safe and loved has made the child become excessively responsible for her/himself and the adults in her/his world. The child's own home environment is the only one the child knows, and therefore the child assumes this is how all homes and families are. Because of the negative role models present in

the home, the child abuse victims have few opportunities to learn positive coping skills and little enjoyment of life (Lynch, 1982; Helfer, 1987 & Cicchetti, 1989). Table 1 summarizes some of the characteristics of child abuse victims. To obtain more detailed descriptions of the victimized child the reader should refer to Helfer and Kempe's (1987) *The Battered Child* and Cicchetti's (1989) *Child Maltreatment: Theory and Research on the Causes and Consequences of Child Abuse and Neglect*.

Table 1
Characteristics of Students with A
History of Maltreatment

1. Lack Sense of Trust
 2. Have Low Self-esteem
 3. Guess at What is Normal
 4. Delayed Language Skills
 5. Overly Responsible
 6. Lack Positive Coping Skills
 7. Don't Enjoy Life
-

Teaching Techniques

Before any teacher can be effective in working with victimized children in the classroom, s/he must come to terms with her/his own emotions relating to child maltreatment. Likewise, a teacher who was a victim will need to work through her/his own problems before s/he can be effective with students. A teacher who has lived in or who is living in a chemically abusive family must recognize her/his own situation and get help. As with any helping professional, a teacher must have good mental health to effectively work with or teach those who do not. Teaching is nurturing, and to be effective at nurturing the individual needs to have had a wide range of positive experiences and a strong basic sense of trust (Pratt, 1978; Murrar, 1972; Lawrence, 1987). The following is a brief discussion of some of the teaching techniques that are most effective with victims of maltreatment.

1. Consistent and Predictable/Don't Become Defensive.

The adolescent is developmentally asking all adults, "Can I trust you to be what you say you will?" "How does what you do fit with my ideal concept of what should be?" "What do I believe, as compared to what you believe and what I think I should believe" (Erikson, 1968)? For the adolescent who was abused at an early age and lacks a basic sense of trust, this is an especially difficult task. Because the victim comes from a family where roles are non-distinct, which causes the child to be uncertain about what is "normal", the student needs to learn what is appropriate and positive. Because the basic sense of trust is lacking, the adolescent cannot trust adults and, therefore, cannot sort out what s/he believes and values. To improve their sense of trust in themselves and others, students need adults who are consistent and dependable. The teacher also needs to respect privacy, keep confidentiality, and routinely "practice what s/he preaches."

2. Build Success

Students need to be placed in learning situations where they are not valued or assessed according to their own self-worth but rather where their product is compared to a standard of performance. The teacher should evaluate the product not the producer. "The seam isn't a full 5/8 inch and the ends are not secured; therefore, it may easily come unraveled under normal wear" is an objective statement about the seam. However, the statement "You failed to secure the end of the seam" devalues the student rather than evaluating the product.

When teachers require students to evaluate their own work against a predetermined evaluation scale they are providing an environment that enhances the child's internal locus of control (De Charms, 1976) and allows the student to feel success and control. Programed instruction also places the student in control of progress and minimizes teacher evaluation. Students need a learning environment structured to build successes rather than failures.

3. Teach Life Skills

Teach realistic standards, not ideals, because these students who have lived in dysfunctional homes already have difficulty with "what is" and "what should be." The curricular content of the home economics classroom is life skills without racial, ethnic, or gender bias, especially needed by young people who have lived in dysfunctional homes.

The curriculum should include basic life skills such as nutrition, food preparation, money

management, stress management and interpersonal communication. The student needs to learn that all families have money management problems, and how to manage money to prevent the problems rather than merely blaming other family members. Classroom exercises based on case studies of couples solving money management issues give students opportunities to practice money management and communication skills. By practicing problem solving in the classroom, the student experiences an alternative family lifestyle. Simple laboratory exercises in food preparation teach both how to appropriately feed the family and interpersonal communication. All classroom activities need to reflect a variety of socio-economic levels as well as cultural and ethnic backgrounds.

4. Teach Communication Skills

In most abusive homes, interpersonal communication is poor (Helfer, 1987 & Lynch, 1982). The home economics curriculum normally includes units on interpersonal communication, conflict resolution, and family resource management. All of these units are especially important to young people who have no role model of interpersonal communication. In abusive families the person in whom ultimate power is vested usually communicates in very vague terms and expects no two-way communication. The child may have been routinely punished for replying to adults even in a conversational manner. Therefore, the curriculum will need to begin with the very basics. Additionally, the classroom will need to be structured to give all students opportunities for communication with peers as well as with the teacher.

5. Allow Students to be "Students"

Because of being reared in an environment where they parented their parents as well as younger siblings, these students will commonly be overly helpful to teachers and classmates. This may be the student that you "love to have in class." This is the "assistant you so desperately need." Don't succumb to the temptation to utilize the help this student seems to need to give and seems to enjoy giving. The student is demonstrating the only survival technique that has previously brought acceptance and praise. The child was praised and accepted for doing responsible helpful tasks, especially cleaning. The child quickly learned that the same helpful cleaning behavior got predictable and needed praise in elementary school. The home economics classroom provides this student a natural environment in which to be helpful. In home economics class, when academic and social skills are lacking, this student can succeed by cleaning and helping. This is the student who

may "end up doing all the cleaning" in the foods lab or "tidy up" the sewing or child development lab. This behavior gains approval and perhaps passing grades from the teacher. The behavior is easy to reinforce. The cyclic pattern of repetition fails to teach appropriate communication or social skills, and often allows the student to become further victimized by peers.

Needless to say, all students need to be responsible and cleaning is a necessary part of many home economics classes. However, the teacher needs to be alert to the student who is "excessively" responsible and redirect that student to more appropriate behaviors. In the foods laboratory the teacher needs to help the students work as a group, assign job tasks, and enforce those job assignments. Also the teacher needs to observe the group activity and assist and encourage the victimized student to say, "I have done my assigned tasks, I'll help you complete yours but I won't do them for you." This says to the victimized child, "You have rights and responsibilities just as each other member of the group does. Since other students frequently recognize the vulnerability of the victimized child, comments such as ". . . Sandy didn't do her part . . ." may be a common response when the victimized child asserts her/himself. Verify what the assigned tasks were and what tasks were left uncompleted. Don't automatically come to the aid of any child because you "feel sorry for them." Defending the rights of the victimized child shows that you value the child and her/his rights, teaches assertive behavior, and allows the child to see appropriate means of resolving peer conflict that will be needed when the victim encounters sibling conflict as a parent.

An additional word about working with this extremely helpful student. This student needs positive interaction with adults and the home economics teacher is a very appropriate adult for this role. However, take special attention to be the appropriate role model this child needs. Be careful not to become another adult that the child cares for. Don't fall into the easy pattern of allowing the student to take care of you and pick up after you to the extent that you come to treat the student like an adult creating yet another situation of role reversal. Rather, tell the student that you can use a "student assistant" during a specific hour of the day or before school, etc. Make the student responsible for specific routine tasks, rather than "remembering what you need to do next or what you have forgotten to do." Carefully outline in writing and post in a specific place the appropriate tasks for the student assistant. Following each task identify the expected level of proficiency on which the "assistant" will be evaluated. Period-

ically evaluate the level of proficiency of completing the tasks. Praise the student for specifically completing tasks, rather than making general comments like, "You're working hard, that's good." Specific praise will allow the student to feel good about her/himself, learn skills for the world of work and gain additional insight into the "normal world." This type of businesslike arrangement will be mutually beneficial to the student and the teacher.

6. Teach Positive Coping Skills

All students need instruction in good management and coping skills, including a variety of opportunities to practice those skills. Adolescents with a history of maltreatment have routinely developed dysfunctional coping skills that lead to additional victimization, self-defeating behaviors, and maltreatment. Such an adolescent frequently follows poor role models and the resulting behavior is either inappropriately acting out behavior or depression. Appropriate coping skills can be taught by role playing from scripts or allowing students to view video tapes that set up a situation and then require the students to discuss the alternatives. Resource management should be integrated in many areas of the curriculum. The individual can be taught ways to avoid many life stresses with good management techniques. There are many resource management and stress management programs available in a variety of formats. Some interactive computer programs may be especially helpful for students who lack the language skills necessary for verbal role playing.

The confronting of alcoholism in the family is essential to some victim's ability to learn positive coping skills. This will take more than the classroom teacher can provide. A referral to community resources, including a mental health professional or a support group, such as Alateen, is important. The classroom teacher can educate students about the resources available to individuals and families with chemical addiction problems but they cannot cure or treat the student.

7. Provide Pleasurable Experiences

There is educational merit in making all learning fun, or as some prefer to say, enjoyable. Victimized children have had few, if any, experiences of doing pleasurable activities and then when they do have fun they are not allowed to appropriately enjoy the pleasure. The home economics curriculum is an especially important place for the student to have pleasurable experiences because the skills taught are skills for living in the everyday world. All students, and especially maltreated students,

need to hear you, the role model, speak about the pleasant odors, flavors, touches in the curriculum. The pleasant smells--peaches, cinnamon, cloves, bread, flowers, colognes/aftershave, lemon oil cleaners, fabric softeners, babies, etc.--have frequently been missing or not appreciated in the maltreated child's home. Common positive sensual experiences are frequently lacking for many maltreated individuals. The adolescent needs opportunities to have the experience and the role model of an adult enjoying or appreciating the experience. The home economics classroom routinely provides a wide variety of these experiences. The first hand exploration of the world through the senses is needed for the adolescent who has "missed childhood" if that individual is going to ever be able to nurture the next generation (Helfer, 1987).

The maltreated adolescent needs many pleasant sensory experiences integrated into the curriculum. As basic as the home economics education concept of learning by doing is the concept of using as many senses as possible in hands-on learning. As you teach about young children needing play to release anger, plan a laboratory experience to make cinnamon or mint-scented, green or red playdough while a lullaby plays gently in the background. Or when teaching how to measure liquid ingredients, use colored and scented water in place of clear. When teaching laundry and ironing, make sure you use a good smelling chlorine bleach and fabric conditioner and discuss the good smells. Also discuss the good hand or feel of specific fabrics and fabric finishes. Help students identify the textures they enjoy wearing. For example, corduroy slacks, starched cotton shirts, chambray shirts, soft wool sweaters, soft leather jackets, firm cotton jeans, etc. Then introduce how the color of their clothes or the room affects how they feel. Of course, the importance of touch is an integral part of any health and home nursing unit, but don't forget to include the fresh clean smell that comes with home care, the importance of the taste of favorite foods, and the pleasant view of flowers, a plant, fresh fruit, or the sky to the recuperating patient. Continually the teacher needs to give extra attention to ways of adding pleasant sensory experiences to the curriculum. The adolescent with a history of maltreatment has been made to feel guilty for enjoying even the simplest of activities for so long that s/he can no longer feel or express that joy. When a teacher observes that a student enjoys an activity, it should be acknowledged along with a discussion of other similar experiences that the student might enjoy. The teacher needs to give the student permission to feel good about the things s/he enjoys. By providing a wide variety of learning experiences,

the teacher gives students more opportunities for success as well as more opportunities for having pleasurable experiences. Recognize that what is one student's enjoyment may not be at all pleasant to other students. Many students find pleasure in tasks that most students see as very distasteful, i.e., the one who loves to clean sewing machines, the one who likes to pull the thread to get fabric grain perfect, the one who loves to double check to see if the furniture is to scale on the floor-plan, or the one who loves to hem by hand. Acknowledge student enjoyment and praise the successes, and encourage students to feel pride and pleasure even if they find pleasure in doing the different. (This will be easy since every home economics classroom should have, as standard equipment, at least one colorful poster stating "it's o.k. to be different.") An environment where students are encouraged to enjoy learning will always be an environment where more learning takes place.

All students need the role model of an adult who enjoys the everyday world around her/him. Children who have grown up in a dysfunctional family have an urgent need to see the adult who can laugh when things are funny and lives to care for special plants, make Christmas cookies, sew with the latest fabric, or listen to the rain on the roof. They need role models who take pride and pleasure in the things they do well, who willingly try new activities, who read and enjoy learning, and who demonstrate pleasure in their interactions with people of all ages, sexes, races and ethnic backgrounds. Provide that role model to your students.

8. Self-Esteem

All home economics teachers should be aware of the importance of student self-esteem and include in the curriculum ways to build self-esteem. To the children who have been victimized these activities are especially important. Activities should be included that encourage students to focus on their positive abilities and actions, to learn positive behaviors, and to seek methods for self-improvement. In *"He Hit Me Back First!" Creative Visualization Activities for Parenting and Teaching*, Fugitt (1983) provides a variety of activities that could be included in lesson plans to build student self-esteem and help students progress from victim to survivor. The study of resource management as part of the curriculum will also provide students with information on community resources and how to access those resources for personal growth. For all students, knowledge brings with it the feelings of power and being in control which are essential to building positive self-esteem.

9. Provide Avenues to Gain Insight

Bibliotherapy is one way of helping children who are the victims of abuse gain personal insight. Bibliotherapy literally means to treat through the reading of books. The goals of bibliotherapy are (a) to teach people to think constructively and positively, (b) to encourage people to talk freely about their problems, (c) to help people analyze their attitudes and modes of behavior, (d) to point out that there is more than one solution to a problem, (e) to stimulate an eagerness to find an adjustment to problems that will lessen conflict with society, and (f) to assist people in comparing their problems with those of others (Rongione, 1972). Although the home economics teacher is not a therapist nor a counselor, s/he can request that books about children who have dealt positively in adverse circumstances be available in school libraries, and s/he can include some readings as part of required and optional assignments (Table 2). High school students might gain insight into their own lives by reading or acting out with puppets such books with younger children in child development laboratories. In addition to these books providing some therapeutic value to students who have been maltreated, they teach all students what is appropriate treatment of children who are part of child abuse prevention program. Retrospective studies of male child sexual abuse perpetrators show that they abused their first victim sometime in adolescence (Seghorn, in press; Ryan, 1987; & Swift, 1979)

Table 2
Examples of Books for Bibliotherapy

- Benedict, H. (1985). *Recovery: How to survive sexual assault for women, men, teenagers, their friends and family*. New York: Doubleday.
- Cole, B. S. (1987). *Don't tell a soul*. New York: Mar-
ian.
- Crutcher, C. (1986). *Stotan*. London: Greenwood.
- Declements, B. (1987). *No place for me*. New York: Viking.
- Hayden, T. L. (1987). *One child*. New York: Put-
man.
- Jocoby, A. (1987). *My mother's boyfriend and me*. New York: Dial Books.
- Klein, V. (1986). *Bad-mad boy, honey bear and the magic waterfall*. Somerville, NJ: Hage Publica-
tions.
- Klein, V. (1986). *I-am, pa-pah and ma-me*. Somerville, NJ: Hage Publications.

- Kropp, P. (1987). *Take off*. St. Paul, MN: EMC Pub-
lications.
- MacLean, J. (1987). *Mac*. Boston: Houghton.
- Madison, A. (1979). *Runaway teens*. New York: El-
sevier/Nelson Books.
- Miklowitz, G. D. (1987). *Secrets not meant to be
kept*. New York: Delacorte Press.
- Miller-Lachman, L. (1987). *Hiding places*. Madi-
son, WI: Square One Publishers.
- Page, C. G. (1987). *Hallie's secret*. Chicago, IL: Moody Press.
- Posner, R. (1987). *Sweet pain*. New York: M. Evans.
- Quinn, P. E. (1986). *Renegade saint: A story of hope, a child abuse survivor*. Nashville: Abingdon Press.
- Rosa, G. (1978). *Edith Jackson*. London: Viking.
- Seixas, J. S., & Youcha, G. (1985). *Children of al-
coholism; a survivor's manual*. New York: Harper & Row.
- Swan, H. & Mackey, G., (1983). *Dear Elizabeth: Diary of a survivor of sexual abuse*. Leawood, KS: Children's Institute of Kansas.
- Woolverton, L. (1987). *Running before the wind*. Boston: Houghton.

Conclusion

With general knowledge of the characteristics and classroom needs of the child abuse victim, the home economics teacher can effectively utilize teaching techniques that will enhance the learning environment for this special student. The victimized student commonly lacks a sense of trust, a good self-esteem and an understanding of age-appropriate behaviors--especially communication skills. Fortunately the home economics curriculum commonly contains subject matter content and teaching techniques that may help the victim progress to a survivor. The knowledgeable teacher can select content and teaching strategies and techniques that will be beneficial to all students including both the students who have identified themselves as victims as well as those students who have behaviors that are consistent with a history of victimization. Though the classroom teacher is not a therapist, she or he can guide the victimized student to facilitate her or his own personal growth and insight through specific classroom assignments.

References

- American Association for Protecting Children (AAPC). (1986). *Highlights of official child*

- neglect and abuse reporting 1984. Denver, CO: The American Humane Association.
- Belcher, V. B. (1983). History need not repeat itself: Make children aware of child abuse through literature. *School Counselor*, 44-48.
- Cicchetti, D. & Carlson, V. (Eds.), (1989) *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. New York: Cambridge University Press.
- De Charms, R. (1976). *Enhancing motivation in the classroom*. New York: Irvington.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Fugitt, E. D. (1983). *"He hit me back first" Creative visualization activities for parenting and teaching*. Rolling Hills Estates, CA: Jalmar Press.
- Helfer, R. E. & Kempe, R. S. (1987). *The battered child*. Chicago: University of Chicago Press.
- Lawrence, D. (1987). *Enhancing self-esteem in the classroom*. London: Paul Chapman Publishing, Ltd.
- Lynch, M. A. & Roberts, J. (1982). *Consequences of child abuse*. New York: Academic Press.
- Murray, E. (1972). Students' perceptions of self-actualizing and non-self-actualizing teachers. *Journal of Teacher Education*, 23, 383-387.
- Pratt, R. (1978). Perceived stress among teachers. *Educational Review*, 30, 3-14.
- Rongione, L. A. (1972). Bibliotherapy: Its nature and uses. *Catholic Library World*, 496-501.
- Ryan, G., Lane, S., Davis, J., & Isaac, C. (1987). Juvenile sex offenders: Development and correction. *Child Abuse and Neglect*, 11, 385-395.
- Seghorn, T., Boucher, R. J. & Prentky, R. A. (In press.) Childhood sexual abuse in the lives of sexually aggressive offenders. *Journal of the American Academy of Child Psychiatry*.
- Swift, C. (1979). Prevention of sexual child abuse: Focus on the perpetrator. *Journal of Clinical Child Psychology*, 133-136. •••

Continued from page 69.)

group chooses and uses a mediator, and the third selects and utilizes an arbitrator. Each group is encouraged to think through the issues, use facts, and offer a solution. Following the small group activity, reports could be given to the class.

Conclusion

Effective communication techniques assist in resolving or managing conflicts. It is helpful to define

the problem and consider the parties before determining whether to use brainstorming, mediation, arbitration, or some other negotiating technique. If the goal is to solve the problem without alienation, then careful planning and wording are essential for both parties. Learning a variety of practical techniques increases awareness of procedures useful in resolving frictions.

A degree of harmony is essential if students, teachers, parents, and others are to thrive at home and work. Home economists have unique opportunities to assist students in dealing with conflicts through guiding, modeling, and other teaching techniques.

References

- Bahr, S. J. (1989). *Family interaction*. New York: Macmillan.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Berger, K. S. (1987). *The developing person through childhood and adolescence*. New York: Worth.
- Brown, S. (1989). Better negotiating for better relationships. *Bottom Line Personal*, 10(2), 7-8.
- Business Confidential*. (1988a). Controlling arbitration costs. New York: Boardroom Reports, 225.
- Business Confidential*. (1988b). How to communicate effectively. New York: Boardroom Reports, 227.
- Business Confidential*. (1988c). Running a brainstorming session. New York: Boardroom Reports, 82-83.
- Hoffman, H. (1989). What the stress experts haven't told you. *Bottom Line Personal*, 10(1), 8.
- Karrass, C. L. (1983). *The book of business knowledge*. Melburn, NJ: Boardroom Books.
- Matheny, M. D. (1989, May). Joint managing conservators--legislative forced reasonableness. *Texas Bar Journal*, pp. 531-533.
- McKechnie, J. L. (1983). *Webster's new universal unabridged dictionary*. New York: Simon & Schuster.
- Morehead, A., & Morehead, L. (Eds.). (1972). *Webster's dictionary*. Chicago: Times Mirror.
- Storrer, I. (1989). Teaching survival techniques in a changing world. *Illinois Teacher*, 33(2), 54-55.
- Thompson, C. L., & Rudolph, L. B. (1983). *Counseling children*. Monterey, CA: Brooks/Cole.
- Uhlenberg, B. (1989). Strengthening single-parent families. *Illinois Teacher*, 33(2), 43-44. •••

Encouragement and Direction for the Cooperating Teacher

Annabelle Dryden Slocum
Faculty of Education
The University of Western Ontario
London, Ontario

Introduction

In this article, I will explore what it means to be a cooperating teacher and how to live it. The ideas presented in this piece are grounded in the lived experiences of three cooperating teachers and myself. I hope the words and images brought together here are not simply a recalling, a retelling of our lived experience but a representing, a recreating, of a possible universal human experience in which many will be able to recognize themselves.

In the midst of our busy and anxious schedules, we often wonder what is at the heart of answering the call to become a cooperating teacher? In what ways is hope manifested in the face of reality in our everyday lives and practice as cooperating teachers? These questions reveal our desire to be cooperating teachers, to work in our classrooms with becoming teachers, but also our uncertainty about the meaning and practice of being a cooperating teacher.

Although the experience of being a cooperating teacher is talked about "in general," it always happens "in particular." What is the nature of this particular experience? Can it be that what is most personal for one can have meaning for others? In many different ways, the stories of cooperating teachers tell us that what is most personal is also most universal.

I have written this article for teachers who have a persistent urge to participate as cooperating teachers, but who experience personal uncertainty about the direction they should take. I also want to speak to the many teachers who may be considering becoming cooperating teachers for the first time, attracted in their desire to work with student teachers by a mixture of a sense of duty and curiosity, anxiety and hope. It is based on research I conducted in which several cooperating teaching and I reflected on what it means to be a cooperating teacher.

Hope Reawakened

Hope is built on memories. Memories can give us expectations. Good memories can renew confidence and courage in us. In times of distress and despair, we can hope for a better day because we have had better days. Our good memories set images before us that fed us and sheltered us in the midst of unsettledness and turmoil. We become our memories as they penetrate and permeate our being deeply and unforgettably. In particular times, memories can have revitalizing power and help to push us forward to new possibilities. Our sense of being is not only dependent on events in our present lives, but on memory of the past. Our memories help us to make sense of ourselves and our new world, just as present situations help add meaning to our past experiences.

Hope is at the Heart of Heeding the Call

The initial reaction to the invitation to become a cooperating teacher, the sense of inner turmoil and uncertainty, unfolds in the words--"I said I'd never have another one." That persistent urge expressed as professional duty reveals itself in the reluctant and unreflective statement "somebody has to do it." In an ordinary way, we may think of duty as an obligation, a task we feel we must do even if we do not feel like doing it. Accepting one's duty is somewhat taken for granted in the statement "I've done it before. I imagine I can handle this again." Do these words speak of a duty that has lost its hope? If so, what other aspects of duty does the meaning of being a cooperating teacher encourage and foster so that teachers continue to answer "yes" to the call to become one.

In situating duty as a dimension of education, Heubner (1984) lifts its meaning above the mundane and sedentary and provides an encouraging vision for cooperating teachers when it said education as duty is "a call from the other that we may reach beyond ourselves and enter into life with the life around us" (p. 114). Duty in this sense reveals the hidden hope for participation in the life of the student teacher. In this duty and this hope, cooperating teachers find the courage to try once again, to plan, to schedule, to

guide, to contribute, to look once more for possibilities in the form of and for the student teacher. Hope compels us to explore and pursue expectations and anticipations in the midst of uncertainty and doubt.

In what ways is hope manifested in the face of reality in everyday life and practice as cooperating teachers?

Hope as Hospitality

In considering that question, let us explore some conditions that hope creates for the cooperating teachers in their lived world. Hope frees us from clinging to the familiar, the routine and allows a particular kind of leadership to come to life. The cooperating teacher as "leader with hope" can respond to the call for personal concern and involvement with the student teacher's personhood beyond lesson plans, teaching techniques, and questioning skills. Cooperating teachers can be present, waiting for and with the student teachers in their experiences. However, the multiple realities of cooperating teachers' lived experience as leader are influenced both by forces operating from within the context of the educational institutions and the mystery of hope within them, a hope framed and shaped by their own journey, and personal biography.

How is Hope Manifested in the Face of Reality?

Henri Nouwen (1979) in *The Wounded Healer* advocates three particular features of leadership for today's complex society. Nouwen envisions a leader "as the articulator of inner events" (p. 36) who "makes compassion the core and even the nature of authority" (p. 40) while being a "contemplative critic" (p. 43). Investigating the lived experience of the cooperating teacher with Nouwen's portrait of a leader as a guide, provides opportunities for uncovering the taken-for-granted conditions that influence and promote the conventional leadership role of the cooperating teacher. At the same time, Nouwen's representation offers possibilities for revealing ways in which hope is manifested in the face of our multiple realities.

The following passages reveal the lived experience of three cooperating teachers regarding fostering ways of being a student teacher, being with the student teacher, and the experience of the relationship; and, cooperating teachers as a compassionate and authoritative leaders.

1. As the articulator of inner events

As cooperating teachers explore their lived realities within the practicum, a willingness to put their own insecurities and hopes at the disposal of a

student teacher is uncovered. In what ways can and do cooperating teachers articulate and share their journey with student teachers in a continuing effort to make sense of their experience as teacher, as cooperating teacher, as person in the world? The cooperating teacher's unfolding journey is offered as a source of recognition and clarification of that student teacher's own condition. In the shared theme, fostering ways of being a student teacher, cooperating teachers reclaim and share their lived reality. Here is how some cooperating teachers expressed their reality.

I like a student teacher who will sit down and discuss and be open and deal with relationships . . . getting them to see below the surface . . . why (the students) are acting as they are . . . Warn them . . . see kinds of situations that teachers live in...why they might act like they do...not to make judgments.

Be flexible enough to say..I'll step in here and help.

Respect your students.

Hope and positiveness.

Helping them feel more confident.

Not sure s/he's...comfortable in my class...I should be doing more to help develop a feeling of being comfortable, taking over my classes...I'm...puzzled...how I should be doing this.

In the shared theme ways of being with the student teacher cooperating teachers recapture and reveal their own past for the student teacher. Sensitivity to the student teacher's vulnerability is reflected in the cooperating teacher's way of being involved with her/him in their shared reality as expressed below.

They need a chance to talk and discuss and not feel like you are always evaluating, critiquing them.

Give them support toward a positive experience...set the situation so that when they go out on their own, they can survive.

Understand how they feel if they are concerned that they are not learning. That it is

being a successful day, and things are going right and that is what a teacher is all about.

Cooperating teachers remain vulnerable. Daily they see, hear, touch their uncertainties. In a mood of anxiety and anticipation, they point the way to channels through which student teachers can discover themselves as teachers.

You feel like you just want to get in there and ask the question...you stop and say...you need to check with your (student) teacher.

As they (student teachers) get to various stages of independence...you have to let the apron strings go. And that can be hard.

They (students) need to learn to come to her/him (student teacher) so that s/he gets that student/teacher relationship...I have to sort of pretend like I'm invisible.

Channels have boundaries while remaining open. Palmer (1983) in *To Know As We Are Known* proposes that a learning space has three dimensions: openness, boundaries, and an air of hospitality. To create space for learning is to allow ourselves room for not knowing, for not having to be the expert with all the answers. Not knowing can generate a positive mood of anxiety toward an "adventure into the unknown" (p. 72). In the shared theme entering the experience, cooperating teachers reveal an openness toward the experience.

It's a questioning...of yourself.

Why I'm a cooperating teacher...it's a challenge.

Sense of accomplishment.

You think a little bit differently when the student teacher is around.

Sometimes it's difficult for a cooperating teacher to provide open spaces for learning, for the student teacher to emerge as teacher.

To let go of some of them (students) it may be kind of hard. You have ones that maybe are kind of special to you.

As a cooperating teacher, I'm very protective of her/him, and if something

didn't go right, I'd be stepping in and helping explain to the supervisor may be why it didn't go right.

"The openness of a learning space is created by the firmness of its boundaries" (Palmer, 1983, p. 72). Without boundaries, a learning space is an invitation to confusion. Cooperating teachers know this. An undefined open space can at first be liberating; however, it can become a fraught with difficulty that can threaten and numb the student teacher's confidence. Imposed boundaries can create distractions. They can restrict the unique and particular lived experience toward which the cooperating teacher is pointing the student teacher.

I haven't used it very much...(the home economics student teaching handbook). I haven't got time for answering some of those (questions)...I'm not sure...as to whether I'm being fair. Am I expecting too much or am I not expecting enough in each one of those categories?

Firm boundaries can offer security to a student teacher who is experiencing tension that is inherent in the struggle to emerge as teacher.

I will make suggestions in her/his journal...or I'll ask her/him questions.

Why did it happen this way?

We have a daily conference...some days...10 minutes...other days a whole hour. I think we can always try to improve.

When cooperating teachers articulate their own lived experience, they can lead student teachers out of that sense of confusion that often accompanies entering a new place into a new self-realization and new self-knowledge.

2. Compassion is the core of authority

The cooperating teacher as a leader has particular responsibilities. These responsibilities carry a measure of authority. In the lived world of the cooperating teacher, let us look at two kinds of authority, one evolving, one imposed.

An evolving authority calls for community and solidarity, a standing in the midst of the student teacher's struggles within her/his learning space. In the classroom where an air of hospitality is present, the cooperating teacher receives the student with

care and compassion. For the cooperating teacher who is a leader with hope "a learning space needs to be hospitable not to make learning painless but to make the painful things possible" (Palmer, 1983, p. 74).

This is the time to try them out (teaching techniques)...when there is somebody there that can help you out.

Lots of times when they come in after a class the student teacher says, "Well, what do you think?" or "How did that go?" That's how we begin the discussion. What could have been done differently, or what are our possibilities as we look at this.

The authority that is imposed on the cooperating teacher by those in charge of the practicum places an emphasis on supervision and leadership to encourage the student teacher to fit into the system, to master appropriate content, and to develop skills in a variety of teaching techniques. The cooperating teacher now defined by another, voices disillusionment in the shared theme suggestions for the university supervisor. The question "will it make a difference?" and the acceptance of "that's the way it is, that's the way it's supposed to be" reveals the human condition of "no longer knowing why we are doing what we are doing" (van Manen, 1984, p. 26).

An evolving authority lives with hope. Leaders with hope welcomes the invitation to allow "the stranger" within themselves, their student teachers, and others to reveal its presence, to be called forth.

In the common event of "reexperiencing classroom practice" the stranger is unveiled as a gentle reminder of past practice while bringing to light new possibilities.

Sometimes you get into a rut...student teacher...want(s) to try a different way...that may spur you on to make some changes.

It does stir up some sense of "am I doing the best job I can do?" I analyze my relationships with the students...more.

I learned from her/his actions.

Concern that the stranger may overpower the cooperating teacher and the student teacher, is voiced in the common event "cooperating with the university."

It's like s/he's coming to see what we're doing. We need to do a great job...so that it looks like you're doing a good job.

Like I am protecting her/him from her/his supervisor.

The first time, I always kind of wonder what they'll think.

Unmasking the stranger brings to light the possibilities toward communication for those involved in the practicum:

There needs to be some more collaboration...feedback to the cooperating teacher.

Some interaction...as a group knowing we are all in the same boat.

Being on campus with her/him...have not just the supervising teacher/cooperating teacher meeting...have the student teacher there also.

Hearing what supervising teachers are saying to student teachers as far as their expectations go.

In the lived world of the cooperating teacher, compassionate authority makes it possible to recognize hope and possibilities. Compassionate authority uncovers the cooperating teacher's vulnerabilities and insecurities as teacher, as human being. Recognition of "the stranger" in their own midst as a source of freedom or repression reveals persons who influence and are influenced, forgive, and are forgiven.

3. As Contemplative Critic

The cooperating teacher as leader with hope is not only articulate and compassionate, but can be a contemplative critic as well. There is danger in simply articulating and sharing personal struggles. Mutual commiseration is not a source of hope and possibility. The cooperating teacher who is a contemplative critic is often an active, engaged leader who can keep a certain distance so as not to become absorbed in the most immediate, the most urgent. Being present while standing back frees student teachers to face their own insecurities, to move beyond immediate satisfaction towards being and becoming teachers.

If it's going to be the best learning experience it can be, they're going to develop more from it...then they need to suffer the consequences a little more.

I will start leaving her/him on her/his own, so s/he has to stand on her/his own two feet.

By not being in here, so I'm not so handy for her/him.

As cooperating teachers actively engage in the lived experience of the student teachers, they invite unsettling questions that look behind the familiar, the usual. For the cooperating teachers, risks are revealed as a part of making sense of their reality.

Sometimes...you have to justify to them...why you do certain things in a curriculum, why you don't have this particular class...maybe somebody else thinks you should have.

Where they (the students) are talking out and s/he doesn't do something with it. I'm wondering, the question in my mind, "Was the class like that when s/he came in here?"

In what ways can cooperating teachers point the student teachers beyond their immediate performance towards more thoughtful action and what are the constraints?

It takes more time to guide than it does to tell.

If things are not going as s/he wanted ...what was the problem...what caused it.

We all started out trying to be buddy-buddy...we have learned to be their friend, we can be concerned about them, but we cannot be their (the student's) best buddy.

We should communicate more by writing. Maybe that's the answer when you don't have time to sit down for a reflective type discussion.

Cooperating teachers make visible in daily events the fact that behind tensions and insecurities are challenges and rewards, hope and possibility.

I found it hard because I thought s/he felt I was coming down on her/him pretty hard...the air had to be cleared, in order for her/him to feel good about her/his student teaching experience. And for me to feel good about her/him being her/him.

There's little things every day that don't go right...s/he is learning to handle those.

It's little things, just a word or even a gesture that a student teacher can give you, s/he may just even smile, when a student gives her/him answer, or when something happens or you have eye-contact or give her/him a sign like, o.k.

Summary

In this article, I have used the voices of cooperating teachers and my own to describe the cooperating teacher as a leader reawakened with hope in the midst of uncertainty and doubt. Such leadership becomes possible precisely because through their articulation of inner events cooperating teachers can lead others from confusion to clarification. As compassionate authorities, they guide the student teachers out of the narrow confines of the taken-for-granted roles into the wider world of their own lived reality. Hope is manifested in the face of their lived reality as cooperating teachers break through the circle of immediate needs and point the way towards student teachers being and becoming "teachers."

References

- Huebner, D. (1984). The search for religious metaphors in the language of education. *Phenomenology + Pedagogy*, 2 (2), 112-113.
- Nouwen, H. (1979). *The wounded healer*. Garden City, NY: Image Books.
- Palmer, P. (1983). *To know as we are known*. New York: Harper & Row.
- van Manen, M. (1984). "Doing" phenomenological research and writing: An introduction. *Monographs of the Department of Secondary Education Publications Curriculum Praxis*, 7. Edmonton, Alberta: University of Alberta. •••

Be not afraid of going slowly, be only afraid of standing still.

Chinese Proverb

University of Illinois
at Urbana-Champaign

Indis Teacher
347 Education Building
130 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED



ILLINOIS TEACHER OF HOME ECONOMICS

Foreword: Mildred K. Ginn	
The 1990 Home Economics Teachers of the Year Compiled by Sally Roney and Linda Simpson	
KIDS: What makes Them Tick: Cathy Klemm	1
Children in Action! Ruth Wilson	2
The Washington Hospital Center Culinary Curriculum: Patricia L. Smith	3
Parenting: Choice Not Chance: Linda Schneider	4
Work Activities: Doris Jean Keller	5
Consumer and Family Studies: Gayle Erskine	6
After-School Latchkey Program: Mary Jo Kobl	7
Career Exploration: Susan Cox	8
Money Management: Cathy Lobe	9
Infant/Toddler Developmental Program: Charles L. Allie	10
Pre-Employment Lab Experience in Child Care: Marriott Fern	11
Live, Learn and Train: Home Economics With Alternatives: Joan E. O'Leary	12
Home Economics Teachers Can Be the Best Recruiters: Deborah L. Burton	13
Home Economics Students as Tutors for English as a Second Language Laura W. Bertelson and Frances M. Smith	14
A Holistic Perspective in Home Economics Curriculum: Gayle Blair Erskine	15
Parenting With A Plus: Ruth Brunton	16
Parenting For Responsible Behaviors: Ann K. Mullis and Rosal E. Mullis	17

Illinois Teacher at Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Groggs, Professor and Editor

Norma Huls, Office Manager

Jane Chambliss, Technical Director

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate
Students

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Volume XXXIV, No. 3, January-February, 1991. Pub-
lished five times each academic year. Subscriptions
\$15.00 per year. Foreign, including Canada, \$18.00 per
year. Special \$10.00 per year (\$12.00 Foreign) for un-
dergraduate and graduate students when ordering by
teacher/educator, on terms available from *Illinois
Teacher* office. Single copies \$3.50. Foreign \$4.00. All
checks from outside the U.S. must be payable through a
U.S. bank.

Address: *ILLINOIS TEACHER*

University of Illinois

347 Education Building

1310 S. Sixth Street

Champaign, IL 61820

Telephone: 217/244-0820

© 1991

Foreword

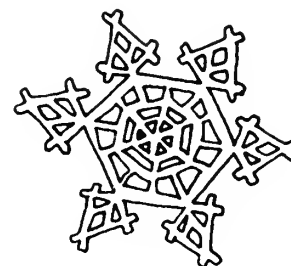
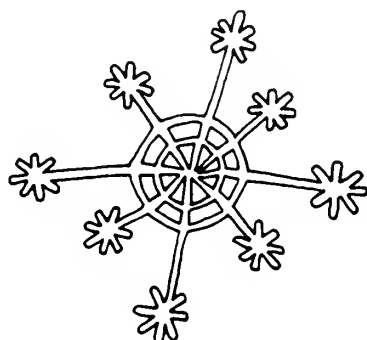
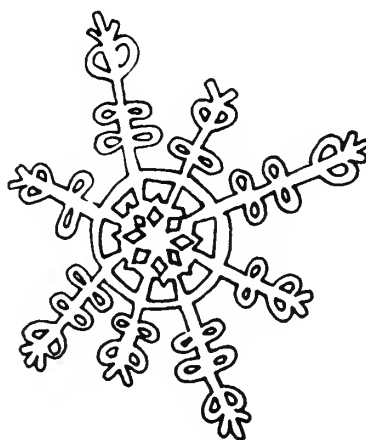
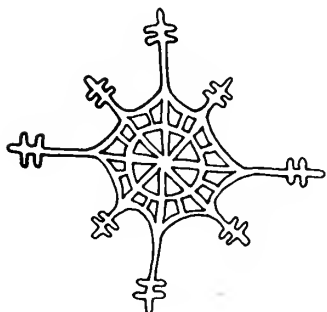
Good teachers deserve recognition from their peers and others. In this issue we give recognition to the national and state winners of the American Home Economics Association annual Teacher of the Year award contest. They personify our current theme of "Home Economics Teachers as Leaders in the Workplace and Community." We extend a hearty congratulations to them.

You may notice that there are less than fifty honorees. That is because in some states, Association members did not participate in the Teacher of the Year award program.

We hope that you will enjoy reading about these teachers' programs and views on education. Perhaps some of you will be inspired to nominate yourself or another excellent teacher for this award in the future.

In addition to the Teacher of the Year feature, this issue contains some articles on recruiting, tutoring, curriculum content and teaching techniques that we think you will find interesting and helpful. We encourage you to write articles about your good curriculum ideas and success experiences to share with our readers.

The Editor





Joan Rice
Hockessin, Delaware



Ruth Wilson (IA TOY)
Ft. Collins, Colorado



Ruth Ann Zaugg
Idaho Falls, Idaho



NATIONAL WINNER

Joan Hughes Odom
Miami, Florida



Elaine Ptacek
Colby, Kansas



Brenda Oakley Southwick
Cadiz, Kentucky



Barbara Barbaccia
Gaithersburg, Maryland



Linda Madsen
Ham Lake, Minnesota



Amy Ashman
Albuquerque, New Mexico



Kay Mehas
Eugene, Oregon

The 1990 Home Economics Teachers of the Year

Compiled by Sally Rousey and Linda Simpson

Illinois Teacher salutes the Home Economics Teachers of the Year. Each year the American Home Economics Association sponsors the Teacher of the Year (TOY) award program. This is the 17th year that the award has been given to outstanding home economics teachers from different states. A primary goal of the Teacher of the Year award is to increase public recognition of the important contributions home economics teachers make to their students, their families and their communities. The winners are recognized for their outstanding contributions: to the improvement of the quality of family life, to the development of outstanding education programs, teaching techniques and activities that might engage other educators, and toward building community awareness of home economics education. By recognizing these teachers and their programs, we are benefiting the entire home economics profession.

Each year AHEA conducts a statewide search for candidates to compete in the Home Economics Teacher of the Year Awards Program. Each state winner is considered in the final selection at AHEA headquarters in Washington, DC, for the National Teacher of the Year award. The 1990 national winner was Joan Hughes Odom of Miami, Florida. The top ten winners were: Joan Rice of Hockessin, Delaware; Ruth Ann Zaugg of Idaho Falls, Idaho; Ruth Wilson of Fort Collins, Colorado (Iowa TOY); Elaine Ptacek of Colby, Kansas; Brenda Oakley Southwick of Cadiz, Kentucky; Barbara Barbaccia of Gaithersburg, Maryland; Linda Madsen of Ham Lake, Minnesota; Amy Ashman of Albuquerque, New Mexico; and Kay Mehas of Eugene, Oregon. Congratulations to this year's winners!

This year's national winner received \$1,000 and \$500 toward expenses for the annual meeting. In addition, all finalists received a TOY pin and certificate.

ALABAMA

Linda W. Meadows

Alexander City, AL

Title: Exploratory, Home & Personal Management, Basic, Advanced, & Family Living/Housing

Focus: Career Awareness/Job Skill Training

ARIZONA

Betty Blaylock

Superior, AZ

Title: Global Connections

Focus: Nutrition Education/Diet & Health

(Note: Mrs. Blaylock passed away shortly after receiving the nomination.)

ARKANSAS

Ozaree Twillie

Forrest City, AR

Title: Infant/Toddler Developmental Program

Focus: Creative Dimensions/Alternative Program Designs

COLORADO

TOP TEN

Gayle Gardner Erskine

Aurora, CO

Title: Consumer and Family Studies

Focus: Creative Dimensions/Alternative Program Designs

CONNECTICUT

Marilyn Young Bishop

South Windsor, CT

Title: Fashion Design & Merchandising—Self-Growth Through Creativity

Focus: Creative Dimensions/Alternative Program Designs

DELAWARE

TOP TEN

Joan R. Rice

Hockessin, DE

Title: Teaching Teen Mothers Nutrition

Focus: Nutrition Education/Diet and Health

FLORIDA

NATIONAL WINNER

Joan Hughes Odom

Miami, FL

Title: Live, Learn and Train

Focus: Creative Dimensions/Alternative Program Designs

IDAHO

TOP TEN

Ruth Ann Zaugg

Idaho Falls, ID

Title: Consumer Homemaking and Teen Parenting

Focus: Family Life/Personal and Social Development

ILLINOIS

Janet Ruth Chapman
Belvidere, IL

Title: JUST SAY WAIT, Parenting is Permanent
Focus: Family Life/Personal and Social Development

IOWA

Ruth D. Wilson
Fort Collins, CO (on a one year sabbatical)
Title: Children in Action
Focus: Career Awareness/Job Skill Training

KANSAS**TOP TEN**

Elaine V. Ptacek
Colby, KS
Title: Nutrition and Fitness
Focus: Nutrition Education/Diet and Health

KENTUCKY**TOP TEN**

Brenda Oakley Southwick
Cadiz, KY
Title: "Building Tomorrow Today . . . By Strengthening Basic Skills"
Focus: Career Awareness/Job Skill Training

LOUISIANA

Marquerite Y. Anderson
Monroe, LA
Title: Adult Responsibilities
Focus: Family Life/Personal and Social Development

MAINE

Pamela F. Smith
Jonesport, ME
Title: Babes From the Beginning
Focus: Family Life/Personal and Social Development

MARYLAND**TOP TEN**

Barbara (Bobbi) L. Barbaccia
Gaithersburg, MD
Title: Culinary Arts/Washington Hospital Center Culinary Curriculum
Focus: Nutrition Education/Diet and Health

MASSACHUSETTS

Cheryl L. Gucwa
Grafton, MA
Title: Independent Living and Life Skills
Focus: Family Life/Personal and Social Development

MINNESOTA**TOP TEN**

Linda Madsen
Ham Lake, MN

Title: History & Cultures

Focus: Creative Dimensions/Alternative Program Designs

MISSISSIPPI

Gail Sumrall Baldwin
Monticello, MS
Title: Occupational Child Care - Classy Cubs Day Care
Focus: Career Awareness/Job Skill Training

MISSOURI

Susie Cox
Columbia, MO
Title: Career Exploration
Focus: Career Awareness/Job Skill Training

MONTANA

Ginny Klemann
Manhattan, MT
Title: KIDS: What Makes Them Tick
Focus: Creative Dimensions/Alternative Program Designs

NEBRASKA

Rose M. Kastl
Lincoln, NE
Title: Preparing for the World of Work and Family
Focus: Creative Dimensions/Alternative Program Designs

NEVADA

Sharon J. Tueller
Reno, NV
Title: Home and Career Skills - Who's in Charge?
Focus: Career Awareness/Job Skill Training

NEW HAMPSHIRE

Deanna P. Rush
Pembroke, NH
Title: Children Are The Future
Focus: Career Awareness/Job Skill Training

NEW JERSEY

Lynn Bullock
Glassboro, NJ
Title: Nutrition in Sports and Wellness
Focus: Nutrition Education/Diet and Health

NEW MEXICO**TOP TEN**

Amy J. Ashman
Albuquerque, NM
Title: Entrepreneurship
Focus: Career Awareness/Job Skill Training

NORTH CAROLINA

Everlene Davis
Whiteville, NC
Title: MAPS (Male Awareness: Premarital Sex)
Focus: Family Life/Personal and Social Development

OHIO

Mary Jo Kohl
Defiance, OH
Title: After School Latchkey Program
Focus: Family Life/Personal and Social Development

OKLAHOMA

Karla Eischen
Okarche, OK
Title: Family Living - Facing Realities
Focus: Family Life/Personal and Social Development

OREGON

Kay Y. Mehas
Eugene, OR
Title: Food Science
Focus: Nutrition Education/Diet and Health

PENNSYLVANIA

Grace Ganter Anderson
Pittsburgh, PA
Title: Cooking Up A Storm . . . Of Thought and Action
Focus: Nutrition Education/Diet and Health

SOUTH CAROLINA

Dean H.. Lucas
Camden, SC
Title: Skills for Living
Focus: Family Life/Personal and Social Development

SOUTH DAKOTA

Linda Schroeder
Scotland, SD
Title: Parenting: Choice or Chance
Focus: Family Life/Personal and Social Development

TENNESSEE

Angela Alverson Cathey
Nashville, TN
Title: TOTS (Teens on Target, Infant Care Program)
Focus: Creative Dimensions/Alternative Program Designs

TEXAS

Merriott J. Terry
Spring, TX
Title: Pre-employment Lab Experience in Child Care (Child Care and Guidance Management and Service)
Focus: Career Awareness/Job Skill Training

UTAH

Sherry S. Heaps
Orem, UT
Title: Interior Design Visual Resources
Focus: Creative Dimensions/Alternative Program Designs

VIRGINIA

Elizabeth W. Orndoff-Sayers
Annandale, VA
Title: Child Care Occupation/Child Development Center
Focus: Career Awareness/Job Skill Training

WASHINGTON

Cathy Lobe
Spokane, WA
Title: Money Management
Focus: Consumer Education/Family Finance

WEST VIRGINIA

Doris Jean Keller
Keyser, WV
Title: Work Activities
Focus: Creative Dimensions/Alternative Program Designs

WISCONSIN

Sue Kruizenga
New Richmond, WI
Title: Family, Food and Society
Focus: Creative Dimensions/Alternative Program Designs

We, at *Illinois Teacher*, believe these outstanding teachers have worthwhile ideas, opinions, and experiences that we would like to share with you. We surveyed the 39 Teachers of the Year and 32 state awardees responded. The following are some of their responses to our survey questions.

Why do you like being a teacher?

Linda Meadows—Alexander City, Alabama—"I like teaching because it provides new experiences. Each school year is like beginning a new chapter in

the book of life. Teachers get a new chance to be better than the year before."

Ozaree Twillie—Forrest City, Arkansas—"I like to be involved with young people. I like helping youth to adapt to daily living and applying basic principles. Being a teacher is an exciting and rewarding experience. I like meeting people and sharing my experiences with them."

Gayle Gardner Erskine—Aurora, Colorado—"I love being a teacher because I have had the privilege to share in the lives of so many terrific young people."

Joan Rice—Hockessin, Delaware—"I like the interaction with students. I like the feeling that my classes are filling a need of the students."



Joan Rice



Joan Odom

Joan Odom—Florida TOY—"Teaching is a very honorable profession that affords one the opportunity to serve others. During my twenty-five year career, I've been able to help make a difference in the lives of many. Really, is there anything that can be more rewarding?"

Janet Chapman—Belvidere, Illinois—"I feel the greatest satisfaction when I can provide information or guidance to a young person that helps them reach their potential, and be able to lead a happy productive life."

Ruth Wilson—Fort Collins, Colorado (Iowa TOY)—"I enjoy the challenge of working with today's youth and hope that I will have a positive effect on their lives."

Elaine Ptacek—Colby, Kansas—"I love the everyday challenges, teaching by doing, working with our future leaders, and watching them grasp new ideas and assume leadership roles."

Brenda Southwick—Cadiz, Kentucky—"Next to parenting, teaching is the most important job anyone can hold. I like teaching because I love working with young people, helping them feel good about

themselves, and helping them learn they can succeed and be an important part of today's society."

Linda Madsen—Ham Lake, Minnesota—"It's always changing, never boring, and fast paced. I feel I am making a positive contribution to our society by being a teacher."

Susie Cox—Columbia, Missouri—"It gives me an opportunity to provide a "safe" environment for students to try new things without fear of failure. I also like being a teacher because of the kids and their enthusiasm!"



Susie Cox

Gail S. Baldwin—TOY Mississippi—"I like teaching because I love to see a student light up when the pieces come together after knowledge and skills have been taught. It becomes a challenge at times, but one I find exciting."



Ginny Klemann

Ginny Klemann—Manhattan, Montana—"I like being a teacher because it gives me the opportunity to make a difference in the lives of some of my students. I like that challenge. I love the reward of having students tell me after they have graduated that I have made a difference or taught them something that they value."

Sharon Tueller—Reno, Nevada—"I like to see students eyes light up when they know they have just learned something they can use."

Lynn Bullock—Glassboro, New Jersey—"It is very rewarding to see students gain useful knowledge and put it into practice."

Amy Ashman—Albuquerque, New Mexico—"I think it is exciting to be a teacher. Truthfully, that excitement may not remain constant or always be positive, but it is fun to teach. I enjoy the personal challenge and subsequent personal growth I experience from trying new ideas, failing at some, while succeeding at many."

Mary Jo Kohl—Defiance, Ohio—"I enjoy teaching children and young adults because they are inquisitive and interested in the world around them."

Karla Eischen—Okarche, Oklahoma—"Teaching is very rewarding and satisfying. It gives me the opportunity to see each student have the satisfaction of contributing to today's society. It is such a challenge to prepare students to meet the demands and changes affecting the family in today's society."



Dean Lucas

Dean Lucas—Camden, South Carolina—"Teaching touches the lives of young people. Teaching important life skills helps prepare these young people for roles in families, which are the backbone of our American society."

Linda Schroeder—Scotland, South Dakota—"I enjoy the day to day challenges and excitement of working with teens. The rewards of teaching are to see the students' personal growth, and through them have an effect on the future."



Linda Schroeder

Angie Cathey—Nashville, Tennessee—"I enjoy the challenge of working with the students especially because I know that I am teaching them skills which are vital for them to have a mentally and physically happy life."

Merriott Terry—Spring, Texas—"A teacher enables students to be pathfinders. I like being a guide for youth! A guide arranges learning or is the facilitator of learning."



Merriott Terry

Cathy Lobe—Spokane, Washington—"I like helping people, especially those on the threshold to adulthood. I love what I do. I care about the well-being of teens. I want to be a positive part of their lives."

Doris Jean Keller—Keyser, West Virginia—"Working with students, getting to know them individually, and observing their growth is the best part of teaching."

Sue Kruizenga—New Richmond, Wisconsin—"I love working with the students! Keeping in touch with their lives and watching them grow and change as people brings me many personal rewards, and I often make lifetime friendships that continue to add to my life."



Sue Kruizenga

If you were choosing your career again, would you be a home economics teacher?

Linda Meadows—AL TOY—"I would choose to be a home economics teacher again because I know of no better background for life than a degree in home economics."

Janet Chapman—TOY IL—"Yes, because I feel that our teaching is not limited to subject matter facts that can only be used by some students, but is life skills that are used by all students."

Ruth Wilson—IA TOY—"Definitely! In home economics we have a variety of content areas, therefore, a continual change is taking place within the home economics curricula."

Elaine Ptacek—TOY KS—"Yes, home economics is the most practical, relative life learning career possible."



Elaine Ptacek

Brenda Southwick—KY TOY—"Yes, no other field offers one the opportunity to reach so many aspects of life in such an enjoyable way. The unlimited opportunities are there and working to meet them is a challenge that reaps loads of rewards."

Barbara Barbaccia—Montgomery Village, Maryland—"Absolutely! Combining my love of teaching, cooking, and catering makes my daily life so much fun. I cannot believe it is work."

Susie Cox—MO TOY—"Yes, probably so because home economics is ever changing and the curriculum has immediate impact on the individual and

family. The needs are so diverse for living in today's world, and we are the discipline that can help students prepare for the diversity."

Ginny Klemann—TOY MT—"Definitely. Home economics is such an exciting field. Although it is sometimes difficult to keep up with all the changes, it is really exciting to teach in such a changing field. Home economics is the most important subject matter that a student can learn."

Amy Ashman—NM TOY—"Certainly, I would choose to be a home economist. I feel so strongly that I am helping my kids lead better lives. If I didn't believe in home economics, I couldn't justify working as a home economics teacher."



Mary Jo Kohl

Mary Jo Kohl—TOY OH—"Yes, I would choose to be a home economics teacher because this area allows so much flexibility in teaching young people. You are able to talk to the students and help them understand the issues that they will be facing. Also, with the many changing facets of home economics one can change topic areas year after year."

Kay Mehas—Eugene, OR—"Yes, it provides such a diverse background from which a person can specialize and be creative."

Grace Ganter Anderson—TOY PA—"Absolutely! The only thing I would change is the position home economics holds in our educational system. I'd like to see it become one of the core courses."



Grace G. Anderson

Dean Lucas—SC TOY—"Yes, because I believe that a strong America, the hope of our world, depends on a strong family structure."

Linda Schroeder—SD TOY—"Yes, I feel comfortable with my career choice. I enjoy teaching home economics because it provides the needed opportunity for teenagers to express their concerns in personal and family development."

Doris Jean Keller—WV TOY—"Definitely, I would choose to be a home economics teacher again. I am extremely proud of my profession and the impact it has on people. I believe this will continue to be a critically important profession."



Doris Jean Keller

Sue Kruizenga—WI TOY—"It is definitely an indescribable feeling to see students' faces when they make connections between classroom learning and real life situations. It is like watching one gigantic puzzle being put together with students grasping ideas and trying to piece together in their life."

What did it mean to you to be a teacher of the year?

Linda Meadows—TOY AL—"Being teacher of the year has given me that extra encouragement to try even harder to be the best because I wanted to live up to the title."

Ozaree Twillie—AR TOY—"TOY is indeed an esteemed honor for me to be a winner in this type of competition. Setting goals and being able to achieve them is a very satisfying accomplishment. I take great pride in representing home economics teachers of Arkansas on the state and national levels as TOY."

Janet Chapman—TOY IL—"I felt that I was chosen to represent the best from all of the individuals that have contributed to my education and teaching experiences. This includes my parents, my teachers, fellow teachers, and administrators. To be selected by your peers is the greatest honor."

Ruth Wilson—IA TOY—"I was extremely proud to represent my state and the profession. I had admired the home economics teachers and coworkers who were previously teachers of the year."

Elaine Ptacek—KS TOY—"I was honored to be selected and very proud to represent Kansas home economic teachers. My fellow peers have given me so much these last 17 years, it's my turn to give."

Barbara Barbaccia—TOY MD—"It was a great thrill to be honored in such a way. It made me realize the importance of my program, as well as the impact it has had on the students and community."



Barbara Barbaccia

Linda Madsen—MN TOY—"It is an honor to be recognized by my peers in home economics and by the staff in my school and district. It was positive for me personally, as well as for our entire junior high home economics staff in our district in that our work is recognized and respected."

Gail S. Baldwin—Mississippi TOY—"It's a wonderful honor to be chosen by your peers as Teacher of the Year. It not only gives me recognition, but recognition to all former and present students, my school, and community."

Rose Kastl—NE TOY—"It is a very exciting and humbling experience. I do not feel that I am a better teacher than most other home economics teachers, but that I represent those teachers. I am hopeful that I can be a good representative!"

Deanna P. Rush—TOY NH—"It's a great honor to be selected by my colleagues for this recognition. I work very hard to be a good teacher and it's nice to know my effort is appreciated. I really felt honored when one of my students brought in a news clipping about my TOY selection, and she told me she was going to put it in her scrapbook."



Lynn Bullock

Lynn Bullock—NJ TOY—"I was extremely honored and overwhelmed. There are so many good home economics teachers in the state that I never expected it."

Amy Ashman—NM TOY—"Being named teacher of the year by my colleagues is wonderful because it does so much to validate my work as a professional. As all teachers experience burnout, awards like this do so much to put out the fire out! In addition to personal validation, recognition of this sort helps

other teachers, other administrators, and the public to see the validity and worth of our programs."

Mary Jo Kohl—TOY OH—"Being named teacher of the year was a great honor especially since my peers were the ones to select me. I think all home economics teachers offer many excellent projects and activities to their students. To be chosen teacher of the year is an honor I will always cherish."



Karla Eichen

Karla Eischen—TOY OK—"Being teacher of the year, gives you the overwhelming sensation to become even better and to go even farther. It is very motivating and a tremendous honor. I was nominated for teacher of the year by one of my former students. That in itself was an honor."

Merriott Terry—TOY TX—"I was elated at the opportunity to share our program ideas with others. Most of all, the honor helped me reach one of my goals as a teacher: to be able to enrich the lives of youth and in so doing, both lives have been changed because we have walked those miles together."



Cathy Lobe

Cathy Lobe—TOY WA—"I felt extremely proud because, to me the award means recognition by others in my profession that I am making a difference."

Sue Kruizenga—WI TOY—"It is wonderful to be recognized for something that I have always believed in strongly and tried to convey the importance of home economics to my students, their parents, and the community as a whole."

What do feel is the most important contribution to society as a teacher?

Linda Meadows—TOY AL—"My most important contribution to society as a teacher is influencing young people to be problem solvers in society rather than a problem for society."



Ozaree Twillie

Ozaree Twillie—AR TOY—I feel my most important contributions as a teacher are, "Being a role model, helping youth to be able to make wise choices in life, being a leader in home economics education, teaching employable skills, and teaching personal and interpersonal living skills."

Joan Rice—TOY DE—My most important contribution as a teacher is, "Raising the self-esteem of some of my students."

Ruth Ann Zaugg—ID TOY—"I work to shape lives and give my students skills that will help them succeed as an adult."

Janet Chapman—TOY IL—My most important contributions as a teacher are, "My willingness to 'never give up' on a student or project, my willingness to accept change, try new ideas, and listen to student needs and concerns."

Elaine Ptacek—KS TOY—I feel by most important contribution as a teacher is, "My energy level and creative thinking skills which keep me changing courses and adding new challenges for my students."

Brenda Southwick—TOY KY—My most important contribution as a teacher is, "The desire to do my best, no matter what it takes; and very often it takes lots of time, energy, and family sacrifice. I feel that I am willing to go the extra mile, to be a caring person and to always do my best. My mother always said, 'no matter what you do, give it your best.'"

Linda Madsen—MN TOY—"My expectations for my students are high and I want them to work to their potential. I also truly like and respect junior high students for whom they are. Junior high can be a difficult time for all students and I feel that I am their advocate."



Linda Madsen

Barbara Barbaccia—TOY MD—I feel my most important contribution as a teacher is, "To be able to help train our youth to be productive members of society and to enjoy what they are doing."

Susie Cox—TOY MO—My most important contribution as a teacher is, "To help build a sense of community among our young people and let them know someone cares. I am able to reach out to my students daily to encourage them to build on their good qualities and to excite them about learning and life."

Ginny Klemann—TOY MT—"I think my greatest contribution is working with students both in the classroom and in extracurricular activities in such a manner that reinforces the importance of growing up to be a worthwhile, contributing person in our society."

Rose Kastl—NE TOY—"I think it involves shaping the lives of our young by teaching them the basics about our culture and also by teaching them to think and question so that our society can continue to evolve and improve with each generation."

Lynn Bullock—TOY NJ—I feel my most important contribution as a teacher is, "My ability to communicate to the students and community the importance of all facets of home economics."

Mary Jo Kohl—OH TOY—"My most important contribution to society is to show young people that the family is a major concern for today. In class we discuss the many family issues that arise and help students through practical reasoning find solutions that will best help them to deal with a specific issue."

Kay Mehas—TOY OR—I feel my most important contribution is "The modeling of communication skills and interpersonal skills. Students need role models and heroes in this mechanical age and teachers can provide that. They can also inspire and promote self-esteem in all their students."

Karla Eischen—TOY OK—"I encourage each of my students to grow and reach inside themselves to unlock doors of opportunity. I teach my students that the most important resource they have is what lies inside each of them and they can become what they want to be."

Dean Lucas—SC TOY—"One of my main goals as a teacher has been to be a role model for the students. I teach setting good examples for a well-rounded, healthy lifestyle."

Linda Schroeder—TOY SD—"As a teacher I can be a resource for my students' needs and the needs they will have in the future. I can influence my students to become respected citizens and family members."

Angie Cathey—TN TOY—"I feel that I have made a difference in many of the students' lives which I have known. I feel that I have a great working rapport with students and feel that this is one of my greatest strengths as a teacher."



Angie Cathey

Merriott Terry—TOY TX—"I feel my most important contribution as a teacher is to enable young people to develop positive self-concepts so that they can set goals and attain them."

Cathy Lobe—WA TOY—"My most important contribution to society as a teacher is helping teens to be successful in what they choose to do. Giving them skills to think intelligently and to make good decisions for life."

Doris Jean Keller—TOY WV—"My contribution to society as a teacher is to assist students so that they develop problem solving and decision making skills. A student then has the ability to use available resources to improve individual and family life."

How do you keep from getting out-of-date, bored, unenthusiastic, tired of it all?



Gayle Erskine

Gayle Erskine—CO TOY—"I'm a perpetual student and love learning. Each year I go back and take classes. These classes inspire me to be a risk-taker and to try new ideas in the classroom."

Ruth Ann Zaugg—TOY ID—"I attend workshops, conventions, read professional journals, watch for creative ideas and work with enthusiastic people."

Elaine Ptacek—TOY KS—"I'm always looking for ideas for new courses, visiting with peers at meetings, and surveying the students on new courses they would like to see offered."

Susie Cox—MO TOY—"Change is the key for me, I don't teach the same thing the same way each year but evaluate curriculum to maintain relevant content. I also work with adults through inservice

for the district on effective instruction. Networking through professional organizations is an excellent way to keep current and innovative in home economics."

Ginny Klemann—TOY MT—"I love to take workshops and classes to keep updated. That always fires me up. We also have a state home economics educators network, which meets a couple times a year. My favorite part of the network is exchanging ideas. One other opportunity that keeps me enthused is supervising student teachers. Working with a new teacher with lots of new ideas is always refreshing."

Gail S. Baldwin—TOY Mississippi—"Like a lot of teachers, I am active in professional and community organizations. I also attend courses at the university, workshops, conferences, and etc. But mainly, I have learned to follow the lead of my students. If they are concerned about a particular issue, I find it's usually current and they are enthusiastic and eager to learn, therefore, their energy motivates me to continue and keep going while at the same time enjoying it."



Gail S. Baldwin

Amy Ashman—NM TOY—"I rarely do the same thing the same way twice. I try very hard to look for new and interesting things to do, not only for my own sake but for my students. The nature of the Entrepreneurship is such that the kids make decisions for their own companies, so that no two classes are ever alike. I do get bored doing the same thing over and over, so I spend summers and other vacation time looking for other ideas."



Amy Ashman

Karla Eischen—TOY OK—"I continue to keep going back to school to keep from getting out-of-date. I have become very actively involved in my state and national teacher associations and that keeps me enthusiastic."

Merriott Terry—TX TOY—"When one takes advantage of the state and national conferences, there is the opportunity to get that 'shot in the arm'. It is always a boost when returning graduates share with you the areas of teaching that have made a difference in their lives."

Sue Kruizenga—TOY WI—"Never allow yourself not to try a new idea! Even though your head or your gut tells you differently...don't be afraid to ask other teachers for help or share ideas with them. Every night before you go to sleep, force yourself to list three successes that occurred in school that day."

If you could give new teachers one sentence of advice, what would it be?

Ozaree Twillie—AR TOY—advises new teachers to, "Like what you teach, be flexible, and be receptive to change."

Gayle Erskine—TOY CO—offers this advice, "Keep a sense of humor! Laugh at yourself often."



Ruth Ann Zaugg

Ruth Ann Zaugg—TOY ID—"The way may not be smooth and easy but when you watch for the special moments or touch a life it makes the rewards great."

Janet Chapman—IL TOY—suggests, "Don't get so caught up in your course content that you fail to have time for getting to really know your students as individuals and understand their needs. I've had many students come back and talk about when I helped them with a problem that allowed them to stay in school or let them get angry without removing them from class, but rarely have they discussed the food preparation or the stitches they learned."

Barbara Barbaccia—TOY MD—advises new teachers to, "Give your students the same respect that you want from them. A little goes a long way!"

Susie Cox—MO TOY—gives the following advice, "Don't be afraid to show your enthusiasm for home

economics; if you don't believe in your program, no one else will."

Brenda Southwick—KY TOY—says, "The challenge is great; give it 100 percent and you'll get more than that back."



Brenda Southwick

Sharon Tueller—TOY NV—advises, "Love your students no matter what they do."

Amy Ashman—NM TOY—states that, "Although not all teaching days are successful, others have the potential to be absolutely wonderful, if you will always remember to keep on trying, because the 'I can do it' attitude is essential for overall success."

Kay Mehas—TOY OR—gives the following advice to new teachers, "Use your personal strengths and look to the future!!"

Dean Lucas—SC TOY—advises new teachers to, "Know your students, show concern for them and help them feel good about themselves by experiencing success."

Describe any innovative programs or curriculum topics that you have found to be successful.

Gayle Erskine—CO TOY—"I love interdisciplinary teaming. I've teamed with foreign language, social studies, technical education, health, art, and the school nurse!"

Janet Chapman—TOY IL—"My most recent program on 'Parenting Is Permanent, Just Say Wait', was successful. My students had to research the topic and then present it to the entire student body. It was successful in two main ways: 1. supplied information on teenage parents and their babies. 2. allowed my class to feel good about themselves and improve their self-confidence in their abilities."

Elaine Ptacek—TOY KS—"An innovative program that I found successful is 'Nutrition and Fitness—an aerobic exercise and wellness course. We exercise three days a week and study all aspects of nutrition the other two days. We do a fitness profile on students at the beginning and end of the course, including cholesterol screenings and also use field

trips, scavenger hunts, speakers, etc. It's exciting and students are very concerned about their health."

Ruth Wilson—IA TOY—"Curriculum sharing may be the concept for the future. Thus, look at what your school is currently teaching and possibly do some team teaching. Ankeny, Iowa has a course called 'Living on Your Own' which is team taught with industrial technology. I wrote a proposal for a sex equity grant, then helped develop the curriculum for the course."



Ruth Wilson

Susie Cox—MO TOY—"Cooperative learning has been so exciting along with using critical thinking skills to expand the classroom environment. With cooperative learning you get the opportunity to interact with students on a different plane; you are a facilitator and students are the teachers for each other."

Ginny Klemann—TOY MT—suggests four successful programs, "1. KIDS: What Makes Them Tick—a preschool program where students have hands-on experience in the child care area. 2. Food Service Co-op for Disadvantaged Students—students learned about all types of food service jobs and worked in food service jobs in the community. 3. Special Needs Home Economics—a self-esteem and basic life skills program for students with special needs. 4. Welcome to Reality Unit—part of the adult living class—students make a budget and learn to live with it."

Rose Kastl—NE TOY—"The new Nebraska Base Curriculum for Family Focused Secondary Home Economics is certainly one of the newest and innovative programs that I know of. I have also used curriculum materials from Wisconsin, Minnesota, and Ohio successfully in the classroom. The Lincoln Public Schools curriculum guides are the main source of curriculum materials for me. They are sold nation-wide and have been used by many teachers in out-state Nebraska and by teachers in other states as well.



Rose Kastl

The University of Nebraska Department of Consumer Science and Education has offered several workshops on teaching reading and writing,

cooperative learning, teaching broad concepts, and critical thinking and practical reasoning that have been very helpful. I have not used any commercial materials that I can readily name but I like many of the new textbooks and materials developed by companies for home economics that are incorporating critical thinking and practical reasoning."



Sharon Tueller

Sharon Tueller—NV TOY—"I apply the decision making/problem solving process to all the traditional hands-on homemaking activities."

Amy Ashman—MN TOY—"I have never felt as successful as I have since I have adopted Entrepreneurship as my curriculum. All content areas of home economics can be incorporated into this true life skills program."

Karla Eischen—TOY OK—"In teaching the process of aging as part of the life cycle, students draw from the situation cup for a simulated handicap such as blindfolded, ears stopped up, confined to a wheelchair, on crutches, wearing gloves, etc. The students then spend the day with the simulated handicap to comprehend some of the frustrations the elderly feel from declining physical capacities."

Merriott Terry—TX TOY—"At the national meeting I will be conducting a workshop on positive self-concept for high school students. The materials I use are a culmination of state and national conference materials that have worked for me and my students. This year our theme was 'you are good stuff! What fun!! Texas Education Association (TEA) made a videotape of this teaching unit for publication. Videos are available from the Home Economics Curriculum Center at Texas Tech University."

Please list any resource materials that have been particularly helpful to you.

Joan Rice—TOY DE—suggests the following resource material: "Dairy Council —nutrition speakers and materials; March of Dimes - videos, posters, and literature; Center for Science in the Public Interest - posters; and American Dietetics Association materials."



Linda Meadows

Linda Meadows—AL TOY—"Attending the 1990 American Home Economics Association meeting in San Antonio provided many resource materials that will be helpful to me during the coming school year."



Janet Chapman

Janet Chapman—IL TOY—"I use *Choices* magazines because the students enjoy reading the articles. I have also found "Sunburst, Real People" series to be very helpful and appealing to the students. I participated in the VIP program when I first started teaching fashion merchandising and I believe it made the difference between

the textbook teacher and a teacher that could share information with confidence and creativity."

Ruth Wilson—TOY IA—"I have found excellent resource materials developed by the commodity groups - Beef, Pork, Dairy, and Egg Councils."

Elaine Ptacek—KS TOY—states that the "Dairy Council has numerous tapes, films, and workbook materials. (Additionally) IMS - University of Utah has a variety of excellent video tapes on health, nutrition, and wellness for a small rental fee."

Linda Madsen—TOY MN—suggests that, "The Population Reference Bureau in Washington, DC is an excellent source of information when focusing on global education."

Susie Cox—MO TOY—"An outstanding curriculum for middle/junior high school is *Comprehensive Guide for Exploratory Home Economics Programs* by Joan Hansen, Instructional Materials Laboratory, University of Missouri, Columbia, Missouri. The National Dairy Council curriculum materials are always great and Mary Thompson, St. Louis Dairy Council representative, is excellent at inservicing on the use of the materials."

Grace Ganter Anderson—TOY PA—states, "My best resource is other enthusiastic teachers. In addition, I write for any curriculum I hear about that is recommended."

Sue Kruizenga—TOY WI—recommends, "A Guide to Curriculum Planning in Home Economics - Wisconsin Department of Public Instruction."

Deanna P. Rush—NH TOY—"As a vocational child care services teacher, I particularly like *Day Care & Early Education* (Human Sciences Press, Inc.) and *Lollipop Magazine* (Good Apple Press). I also like many of the Delmar Press books, especially *Creative Activities For Young Children*."



Deanna P. Rush

1991 TEACHER OF THE YEAR AWARE PROGRAM

Who is eligible for the TOY Award Program?

Eligibility

Any individual is eligible who is a home economics teacher, grades K through 12 only. The award may also be given a second time to an individual for outstanding contributions different than that for which the first award was given.

Nominations

Nominations may be submitted by any individual or organization using the 1991 nomination procedures and forms available from the state Home Economics Association's Teacher of the Year Chair or through the AHEA Foundation office. Each state may submit one nomination for the national competition. All entries must be postmarked by March 1, 1991.

Basis for Selection

Some of the selection criteria are:

- Pertinence and timeliness of program for the community/population it serves;
- Innovation/creativity;
- Impact on students' lives beyond the classroom;
- Integration of other related subject matter with home economics subject matter;
- Heightened visibility of the home economics concepts; and
- Professional commitment.

The program focus areas may be selected from any of the following:

- Career Awareness/Job Skill Training
- Consumer Education/Family Finance
- Creative Dimensions/Alternative Program Designs
- Family Life/Personal and Social Development
- Nutrition Education/Diet and Health

...

KIDS: What Makes Them Tick

Ginny Klemann
Teacher of the Year
Montana



A preschool/playschool/nursery school unit in child development not only provides an excellent hands-on learning experience for your students, but is also a super public relations project for home economics in general. I would like to share some ideas with you of how I set up my preschool unit. My class is a semester class for juniors and seniors, titled "KIDS: What Makes Them Tick."

Program Goals and Objectives

The objective of the KIDS is to prepare students for opportunities with children, whether that be as a parent or an employee in some area of child development. I try to keep current and make the classes I teach as interesting as possible. My classes involve a lot of individualized instruction, where I encourage students to strive to be their best. I ultimately try to develop the whole student.

The following are the goals of the program. The student shall:

1. study pregnancy and good prenatal care;
2. learn about physical, social, emotional and intellectual development of children from birth to age 5;
3. be exposed to information about child abuse and neglect and what can be done about it;
4. demonstrate their understanding of the cost of having and raising a child by completing the necessary project;
5. visit local preschool/daycare centers to learn about what is involved in setting up a center;
6. study clothing and toy selections for children;
7. explore different styles of parenting;
8. investigate the possibilities of career options in the child development area;
9. have the opportunity to actually set up a preschool for children in the community.

Organizing a Preschool for the Classroom

The first several weeks of the semester, students learn about prenatal care, the cost of having and raising a child, the physical, social, and emotional development of the preschooler, as well as discipline and child abuse. Students visit various day care centers and preschools to learn how they operate. Students then have the opportunity to set up their own preschool.

Our class met first period in the morning. We set our day care up in three segments—two year olds, three year olds, and four or five not yet in school. Each segment lasted three weeks, with the preschoolers attending three days per week. The other two days of the week were used for planning and preparing activities for the class. Later in the quarter, we changed to one planning day per week and had guest speakers come in the other "planning" day each week to talk on their philosophy of parenting. We used our local newspaper to inform the community about our project. The response was overwhelming. We had a total of 22 preschoolers in attendance.

After proposing the idea to the principal, we had to obtain approval from our school insurance carrier. When we had the okay, we set forth with our plans. We chose to have four learning stations—art I, art II, science and math. In addition, we had an activity for the children as they arrived, story or group time, and snack time. My students (I had 22 in this class) were assigned as teacher, helper, snack, story or observer. I set up a schedule and rotated them through the assigned duties. Teachers and helpers worked together to plan their activity station, had me approve their activity and then prepared materials for the activity. Snack people were responsible for planning and preparing a nutritious snack (at least two food groups) appropriate for the age level. Group time people had to plan a story, puppet show, finger play, game or activity for the students. Observers were responsible for the activity that the students did when they first arrived, as well as observing and filling out an evaluation form for one preschooler of their choice.

Time Schedule:

8:30 - 8:35 preschoolers arrived and did observer activity
8:35 - 8:42 station 1

(Continued on page 98.)

Children in Action!

Ruth Wilson
Teacher of the Year
Iowa



Children in Action! Students in Ankeny High School are familiar with that course name. As the name suggests, students have the opportunity to become involved in the action of young children. Would you like to work with children in their natural settings? This is the question being answered by junior and senior students as they register for classes each year.

Children in Action is a course which was developed ten years ago as Ankeny Community School District's answer to the occupational program. At that time it was felt that the community would not support an occupational program; however, there were many young people who wanted to have an opportunity to work with children of different ages and needs. The students do not receive any payment for their services; however, they do earn two credits and the opportunity to learn about and experience different types of child related careers. Enrollment varies from 14 to 24 students.

One prerequisite for Children in Action is the completion of a parenthood class where students get a background in child growth and development. In the parenthood class, the semester is spent in preparation for the challenging career of parenting. Guest speakers from one of the preschools discuss with the students the qualifications necessary to become a preschool teacher. The students also are assigned to a preschool for two days where they work with children. This builds an interest in the students to further their experiences of working with children.

In Children in Action, students have an opportunity to work in day care centers; preschools; elementary schools (K-6); various special needs programs such as learning disabilities, emotionally and be-

haviorally disturbed, handicapped class with integration (SCIN), mental disabilities, and preschool handicapped; and in specials areas like music, physical education, and art.

Students must discuss their anticipated career goals, and then rank their choices of where they would like to be placed. Next the students are matched with available classroom openings. The student may want to work with a specific teacher or in a certain school. It is preferable to have the students placed in grades three or lower; however, some students have requested the higher grades. One student asked to be placed with a sixth grade teacher she knew personally. In a visitation the teacher responded, "Debbie has never seemed to enjoy school or do well. In the elementary classroom, she relates so well with the children and is a great help to me. I think she has finally found her niche!"

On occasion, a student who would like to experience three placements for different types of child interaction. Susan was speaking to the local Rotary Club about the Children in Action class and told them:

My first assignment was in a preschool, where I was certain I had found my calling. My second placement was the special needs classroom for emotionally and behaviorally disturbed. I was extremely uneasy as I walked into the classroom, but one of the boys came to me and said 'May I take your coat'. The students treated me with respect and cooperated with all I asked them to do. My third assignment was a second grade classroom. My mind changed again as I decided to pursue a career as an elementary classroom teacher.

Today Susan is in the work and family dual role of elementary teacher and mother.

It has been very interesting the number of students who desire to be in a class for emotionally and behaviorally disturbed children. Those are usually the students who might anticipate working with juvenile delinquents or in criminal justice. One student decided at the end of the semester that she did not mind the "challenging children" but would much prefer to work with those who were older.

One of the students requested to help with music since she was planning on majoring in music and was extremely active in the high school music and

drama department. Jill took all the different instruments she played to the elementary school and demonstrated how to play them for the children. She also involved three of her friends in a major project which included all the students in her elementary school. Jill knew how to use sign language. She and her friends taught the children how to sign the song "Love in Different Languages". It was one of the most touching activities ever completed in the elementary school.

The students are assigned to two locations for approximately seven weeks in each place. They work with the teacher four days a week - Tuesday through Friday - for two class periods which would run approximately one hour and fifteen minutes. In the assigned location the student will do anything the teacher feels he or she is capable of handling. The student may work one-on-one with a child; give dictation; help with math by checking papers, doing flashcards, or playing math games; listen to the children read; or with small groups prepare plays or puppet shows, do make-up work, listen to show-and-tell, direct a craft activity; or be responsible for the entire group of children with presenting the calendar and weather dolls, explaining a concept, or leading various other activities.

The student may also correct papers, prepare bulletin boards, or do other paper work. However, at least 50 percent of the time is to be spent in working with the children. It was always such a great feeling when one of the teachers would comment, "The high school students are much better with the children and in completion of the assignments than are the college students." Two teachers who had been given Children in Action students were visiting in the hall before class one morning. The first said, "There isn't anything Dionne can't do. She has done everything in the classroom except for completely taking over the teaching assignments." Because of her success in the Children in Action class, Dionne was hired by parents to tutor during the summer.

One of the students came back to the high school all excited one morning. The physical education teacher was ill, so Stacy had the responsibility of teaching the children until the substitute teacher could arrive. The principal, who remained in the gymnasium, was extremely impressed with the control Stacy maintained and the respect she had from the students.

Because of graduation the senior students are released from school one week before the other students. During that week, many of the seniors return to their assigned locations to spend the entire day helping in the classroom and attending field trips with the children. Two of the graduating seniors accompanied four classes of third graders to the dairy.

Those two girls were probably more excited about the field trip than the children.

The students are in the high school classroom the first two weeks of the semester and each Monday. On Mondays, time is allocated for discussing the student's problems, concerns and positive experiences. Learning activities, which are appropriate for the age or grade level the student is assigned to, are carefully prepared. The activities covered areas of science, music, creative and imaginative play, reading and math games, and listening skills. The activities are presented first to the students enrolled in Children in Action and then to the children. Students design various bulletin board ideas which will be presented to the teacher in the school or day care and in most instances will be completed and displayed in the classroom. Films about special children, types of schools, and social, emotional, and intellectual development of various age children are viewed.

Each student keeps a journal which includes his/her feelings about what has happened throughout the week. They write about the children, teacher, themselves, enjoyable times, discouraging times, and questions or comments from the children. As they receive stickers, valentines and notes from the children, those items are glued into their journals.

The students always enjoy having guest speakers and going on field trips. Some of the field trips have included Smouse, a Des Moines school for severe and profound special needs children, and the Habilitation Center for Children in Johnston, which is a residential home for special needs children. Other trips included a visit of the Des Moines Area Community College Child Development Program and Preschool, Des Moines General Hospital's Lil' General Developmental Center and Preschool, and Lil' General Sick Bay, for sick children who need daytime care for a day or two.

Some of the guest speakers who have visited the class are a principal and teacher from an elementary school, who tell the students what to anticipate and what the expectations will be while they are in the schools. Other speakers are a director from a corporate day care, home day care owner, county resource director, foster parent, speech diagnostician, physical therapist, occupational therapist, school psychologist, school social worker, area education agency learning disabilities coordinator, talented and gifted teacher, and former nannies.

The students will hopefully become more aware of signs and symptoms of when a child needs special assistance, whether it be the student's own child or one which the student is teaching. Each student researches a specific career, which s/he may select as a career choice. S/he discusses the advantages and

disadvantages, educational/training requirements, licensure/certification, time spent on and off the job, special working conditions, available localities, special requirements and abilities needed for the position, salary range, possibilities for advancement, and duties and responsibilities for the position.

Students with all interests and capabilities enroll in Children in Action. The learning ability of the student does not dictate how well the student will succeed in the class. Those students with low abilities have an opportunity to perform as well as those who are in the top ten percent of their class.

Some of the former students are now directors or head teachers of day care centers and some are teachers in elementary schools working with students in normal classroom situations or with special needs students. One former student, valedictorian of her high school class, is now a physical therapist and another student, who was in the high school learning disabilities program, is a head teacher for infants in a hospital day care. One of the male students is enrolled in courses in child psychology; whereas, another is teaching mathematics. A few students presently operate home day care. Two students were employed in summer day camps and two others worked at all-summer camps while working their way through college. Several of the students have been employed as nannies in different parts of the United States.

Corporate day care centers call the high school for referrals from Children in Action class to hire for their day care, and parents call for students to babysit before school where the student will get the children ready for school. Students apply what they learned in parenthood to their activities in Children in Action. They find reading information from a book is entirely different from the application within the classroom. They use problem solving techniques when encountering children who do not want to participate or share. The students must use decision making skills when they are on a playground and a child gets hurt.

The excitement carries over into other areas such as the home economics student organization. Because of working in the community with businesses, the students and teacher are able to become acquainted with the directors. Before Christmas one year, it was decided to gain permission from a local day care to use their facilities on a Saturday for babysitting. Parents who wanted to do last minute holiday shopping or baking could bring their children into the day care for a minimal fee. All the money was then donated to Amanda the Panda, an organization for children with cancer.

One of the best features with the exception of the students having the opportunity for career

awareness and job skill training is the amount of visibility in the community the home economics programs and school receive. Children will see one of the students in a local store and tell their parent "that is my teacher". Junior students frequently sign up for independent study as a senior so they can continue to work with children in some capacity.

Children in Action has encouraged students to express creativity, foster caring, and develop leadership which will be used in all aspects of the students' lives, no matter which career path each will take. As one student said, "This experience kindled in me a desire to work with these kids someday."
•••

(Continued from page 95.)

8:42 - 8:49 station 2

8:49 - 8:56 station 3

8:56 - 9:03 station 4

The preschoolers were divided into four groups and rotated through each group every 7 minutes, so teachers and helpers repeated their activity 4 times, each time with a new group.

9:03 - 9:12 snack time

9:12 - 9:20 group time

9:20 get papers and coats, so parents could pick up preschoolers at 9:25

My students were amazed how much different two year olds were than four year olds. Many of the students have expressed an interest in careers in the child development area. I think parenting skills were also greatly enhanced.

Although the preschool is a lot of work for the teacher to facilitate and set up, it is a very rewarding opportunity for the preschoolers, the high school students and the parents. I am still getting calls about what a wonderful opportunity it was.

Our school district has a handicap preschool, which was new this year. Next year, I am hoping to incorporate some opportunities for my students to work with the preschoolers in that program as well.

My students were graded on their preschool activities according to criteria sheets that I developed. This seemed to work well. I have talked to other teachers who have had students contract for grades. Whatever works for your particular group of students is fine.

I got a lot of positive feedback from my students throughout the unit. I am already planning some additions to the class for next year. If you would like to start a preschool in your school and think I could be of help, please contact at: Home - 8045 Weile Ave., Manhattan, MT 59741 (406) 284-6843 or School - Belgrade High School, P.O. Box 166, Belgrade, MT 59714 (406) 388-6862. •••

The Washington Hospital Center Culinary Curriculum

Barbara Barbaccia
Teacher of the Year
Maryland



BACKGROUND

In the winter of 1988, the Washington Hospital Center, the most comprehensive and experienced heart care center in the national capital area, asked me to collaborate on the creation of heart healthy dessert recipes. Desserts were the one course that restaurant chefs, who were involved in the hospital's Dining with Washington Heart program, had difficulty creating to meet low fat, low salt guidelines.

This culinary curriculum was an offshoot of this experience. The idea was to offer a culinary arts curriculum modeled after Washington Hospital Center's Washington Heart program philosophy. Using their clinical guidelines in conjunction with the New Dietary Guidelines distributed by the Department of Agriculture, it was our hope that budding chefs could learn to cook heart healthy as well as develop eating patterns that would benefit them the rest of their lives. Washington Hospital Center awarded a grant of \$17,000.00 to cover salary for developing the curriculum and teaching it at Rockville High School during the 1989-1990 school year. Eighty-four students benefitted from this heart healthy nutritional education during the first year.

PROGRAM DESCRIPTION

A survey of 757 Rockville High School students revealed 64 percent came from families with a history of heart disease, 37 percent of those patients followed special diets, and 75 percent of the students indicated they would choose heart healthy foods if given options.

The curriculum was designed to create awareness, give options and minimize future health risks. This program was integrated into all food classes.

Students studied fats, cholesterol, disease states, and choices which are low in saturated fats and sodium, yet satisfying. Classes are taught during 45 minute periods, five days per week in the Ramequin Room Restaurant. This 45-seat facility, complete with a commercial kitchen, is housed in Rockville High School's vocational wing, and doubles as the classroom for all culinary programs. Baking and gourmet foods classes focus on basic skills. Culinary Arts I provides basic culinary technique and restaurant skills, while Culinary Arts II allows the students to manage the restaurant and carry out daily operations. Culinary Arts III (the Washington Hospital Center Culinary Curriculum) is a double period, where students research and develop low cholesterol recipes.

The Hospital Center's sponsorship gave students a variety of experiences: internships at the Hospital Center, apprenticeships at restaurants in the hospital's Dining With Washington Heart program, along with recipe analysis and consultation by hospital dietitians. Publicity about the heart healthy offerings at Rockville High School appeared in the local press and on television. As a result, the students gave demonstrations and catered events for community organization such as:

- Celebrate Health Fair (Washington Hospital Center community event attended by 2,000)
- Mended Hearts (organization of former heart bypass patients)
- The Village House (retirement home)
- Maryvale Community Wellness Fair
- East-South Regional Food Show, Washington, DC (attended by 10,000)

Students served original dishes and distributed recipes and program information. Through this heart healthy consciousness, home economics is extending beyond the individual, through the classroom, to the community and back again.

In addition to the Hospital Center's grant, the high school administration provided funding for field trips, federal vocational funds provided the means for equipment and professional development, and income from Rockville High School's Ramequin Restaurant kept its daily operations self-sufficient.

The public is enthusiastic about the alternative menus and the experienced "staff". This continuous positive reinforcement serves to encourage students who may otherwise not even be in school, yet are now thriving from this vocational experience. Evidence of change is noted in the students' choices of menus and recipe selection.

Based on the positive results of this pilot program, Washington Hospital Center has awarded a grant for the 1990-91 school year. Plans are well underway to make the second year even more beneficial.

RESOURCES

Washington Hospital Center Culinary Curriculum

Clare Fiore
Director
Public Affairs and Marketing
Washington Hospital Center
110 Irving Street, N.W.
Washington, DC 20010-2975
202/877-6301

Barbara B. Oliver
Assistant Director
Public Affairs and Marketing
Washington Hospital Center
110 Irving Street, N.W.
Washington, DC 20010-2975
202/877-6301

Barbara Lynn Barbaccia
Culinary Arts Teacher
Rockville High School
2100 Baltimore Road
Rockville, MD 20851
301/279-8518

SAMPLE MENU

Tropical Fruit Slush (Beverage)

- 1 C. tea (2 minutes, two tea bags in 1 cup water)
- 1/2 C. sugar
- 6 oz. orange juice concentrate
- 6 oz. lemonade concentrate
- 3 1/2 C. water
- 1/2 C. pineapple or grapefruit juice

Mix all ingredients until well blended. Freeze until firm. Remove from freezer 30-60 minutes before serving to form icy but more liquid mixture. Serve with spoons! Makes about 10 servings.

Calories: 103
Total fat: Trace
Saturated Fat: 0
Cholesterol: Trace
Sodium: 4.3 mg.

Chicken Cacciatore

- 8 Boneless, skinless, chicken breasts
- 1 T. olive oil
- 1 T. crushed garlic

Brown garlic lightly in oil. Add chicken, cook until gently browned pour off excess fat.

- 2 medium onions cut in wedges
- 1 T. parsley
- 1/2 t. oregano
- 3/4 t. basil
- 1/4 t. fennel
- 1/8 t. pepper
- 1 bay leaf

Combine onions and seasons with the chicken mixture, cook until onions are translucent.

- 2 cans crushed tomatoes (about 32 oz. or about 8 large fresh tomatoes)

Add tomatoes, simmer about 1 hour or more until tender. Serve over rice, pasta, or by itself.

Option: add capers, red, yellow, or green pepper strips, add other vegetables for a more complete meal. Serves 8.

(Note: analysis does not include rice or pasta)

Calories: 333
Total fat: 8.2 gm.
Saturated fat: 2 gm.
Cholesterol: 146 mg.
Sodium: 312 mg.

Lemon Broccoli Dijon

- 1 lb. broccoli
- 3 t. olive oil
- 11 t. grated lemon rind
- 1 t. Dijon mustard
- 1 T. fresh lemon juice
- pepper to taste

(Continued on page 111.)

Parenting: Choice Not Chance

Linda Schroeder
Teacher of the Year
South Dakota



Parenthood is one of the most important roles in life, if not the most important role in life. Yet, parenthood is the role for which youth is given the least amount of training. With these ideas in mind I developed a parenting program that I hoped would benefit teenagers. Those efforts were made worthwhile when one student said, "This was the one class that I think will most be used in my life." This is a semester class with a variety of classroom activities including role playing; personal experiences shared by mothers; tours of a hospital and child care facility; videos; country health nurse and special education teacher as guest speakers; personal and role playing journals; and a play school.

The semester begins with an evaluation of personal values and goals to see if parenting really fits into the lifetime goals of the students. I use a series of discussion questions, role play situations, and some questions for them to take home to discuss with their parents or guardians. As the students discuss their ideas on parenting, they clarify their own thoughts and they are challenged by their peer's ideas. It is also beneficial to have the students discuss some questions on parenting with their parents. The students are given guidelines for discussion especially when their personal thoughts are at risk. The importance of parenting is expressed by one student who said, "The class helped us to understand the affects on the child from the sort of relationship the parents had while the baby was growing up." Also from the discussion sessions another student remarked, "It is a lot easier (to be a parent) if you are in a stable marriage with someone who will be there to share the tasks."

One area of our parenting study is decision making and the importance of making good decisions which can affect their future. It is also pointed out how teenagers as well as adults set an example in

what they do and say for young children who are easily influenced. To set these two concepts into the student's memory, four different drug and alcohol awareness projects were carried out by the students. A guest speaker from the Division of Criminal Investigation (DCI) came to class and not only spoke about the dangers of drugs and the drug situation in the surrounding area but also brought some samples of the different drugs that were readily available. The students carried out a campaign to encourage the teachers and staff members to quit smoking by observing a quit smoking day. They provided the smokers with healthy snacks to munch on during the day and information packets to help them quit smoking.

In regards to making decisions about alcohol the outline of a person's body was marked on the floor of the high school hallway. In the center of the body was placed a sign which read "This could be you, if you drink and drive." The second project that students did to remind themselves and their peers of how their decisions about alcohol can affect their future was a project called "Angels of Death." It has been predicted that every twenty minutes someone in the United States is killed by drinking and driving. To represent this person's death, every twenty minutes two 'Angels of Death' (students dressed in black with black masks) would announce a student in our school as being a victim of death on our highways due to drinking and driving. This person would wear a black bag over their body to let everyone know they represented a death, and they could not speak to anyone for the day except their teachers.

As the students were deciding if they felt parenthood was part of their life plan and if they could make responsible decisions for their lives, it was decided that our county health nurse should come to class to talk with the students about all methods of family planning and the advantages and disadvantages of each.

The stage is then set for the students to play the role of a parent. A knock on the classroom door announces the arrival of "Dr. Bob," a high school staff member, with a handful of letters, one for each of the students. These letters have all been prepared with the pretense that the students or the student's mates have all been to the doctor recently for a visit. When their lab tests came back, it was discovered that YES, they were pregnant. It is at this time that

the student will begin to study pregnancy and begin to realize how amazing it can be.

The same day that the letters are handed out, each student is also given a journal to make recordings in as they go through their pregnancy. Each school day now will count as one month of their pregnancy which helps us study the sequence of prenatal development and the mother's health. The "expectant mothers" give special attention to their food cravings as well as eat nutritious snacks and meals during this pregnancy. The students are also warned that there are such things as premature births and early arrivals of "babies," so many of the students will bring blankets and their "baby's" first outfits to school on their seventh or eighth month (day). There are always a few who wait until the last minute, and their "baby" has to go home in a blanket provided by the "hospital."

On the day which represents the eight month approximately ten percent of the class will have an early delivery. The rest of the class will give birth during the ninth month (day). The ninth month (day) is an anxious day as the "expectant mothers" and their partners are awaiting to see if they have a boy or girl, to see how much their baby weighs, to see if they have a single birth or twins, and to see if they have a healthy "baby."

As the class seems to be slowly moving on that day and some of the "pregnant girls" are fussing over the early deliveries, there comes a long awaited knock at the door. "Dr. Bob" is now dressed in a white coat with a mask over his face and he has a very large bassinet of crying babies (the use of a tape recorder helps to set the atmosphere). He proceeds to deliver a "flour sack baby" to each of the students. As each "baby" is delivered, a coin is tossed to see if it is a boy or a girl. I see a mixture of emotions as these "babies" are delivered. Some of the students are speechless, some are giggling, and some are saying 'I don't want it, take it back.' There is also the possibility that ten percent of the class will have a "baby" with a birth defect. The students each get a birth certificate which will be filled in with the weight and length of the "baby." The "babies" each need some hair and a face so the "new mothers" get to design those features.

There were rules set up to help make this experience feel more like a real life situation. These rules related to babysitting, time spent in school, child abuse, and kidnapping. The journals are continued at this time as a diary for themselves and their "baby." The "new mothers" are also given certain questions to research and answer each day concerning the cost for the "baby" or illnesses the "baby" may have.

On the last day of the "motherhood" experience one of the "babies" is taken away early in the day

due to an unfortunate situation of "SIDS." At the end of the day on the last day of the experience the "babies" are all undressed and handed in with some mixed emotions again. The students are glad to be relieved of the experience, yet they are sad. Some say they will not eat bread again (thinking that the slice may be made from their "baby"). This "motherhood" experience is followed with a tour of our local hospital to see the labor and delivery rooms, the nursery and to hear one of the nurses explain the treatment that the mother goes through while she is in the hospital.

The semester is continued with the study of the infant, toddler, and preschooler. The physical, emotional, social and mental development of each age is studied. During the time we discuss mental development, the special education teacher comes to class to talk with the students about the mentally handicapped child and the parent's reaction to this family problem. There is a time set aside for the students to research and report on birth defects. A mother of an infant is invited to bring her child to class to share her experience of pregnancy, childbirth, and what the developmental stages of her infant were at that time.

I feel it is important for the students to look at parenthood as a very positive experience that involves a lot of responsibility and maturity. They also need to realize that not every couple is able to give birth to a child, not every child is able to live with their birth parents, and not every person that gives birth to a child is able to be a parent to that child. I therefore include a unit on adoption with the main points covered by an adoptive mother. As she shares her adoption experience, she has the power to make it very clear to the student how much she and her husband respect the woman who loved her child enough to give him up for adoption.

The final project for the semester is to set up and conduct a play school for preschoolers. The preschoolers are children the high school students know from the community. The number of preschoolers invited to the play school is determined by the number of high school students enrolled in the class. The class period is divided into time for the preschoolers to have some free play time as they wait for everyone to arrive. They have a planned creative activity, a nutritious snack and have a story/music time.

The students are divided into four groups for this activity. They are either a teacher, an assistant teacher, a teacher's helper, or an observer and they rotate duties so they have a chance to have all four responsibilities. Each day students record observations on development, techniques, and personal feelings in a notebook. It is a time for the high school
(Continued on page 103.)

Work Activities

Doris Jean Keller
Teacher of the Year
West Virginia



Because of the strong family service role of home economics, a Work Activities curriculum was developed under vocational home economics. The purpose of the class was to provide a half-day alternative vocational home economics exploratory program for ninth and tenth grade students designated as high risk potential dropouts. The goals for the program were to:

- 1) Establish an environment which would encourage personal growth and success at simulated job sites related to life activities.
- 2) Instill a feeling of responsibility for reliable attendance and staying in school.
- 3) Practice decision making and leadership skills.
- 4) Involve the students in service activities for others.

The purpose of the two education facilities that are used for the job sites are ideal for the first program goal. Clary Street Developmental Learning Center is a specialized handicap education facility that serves severe to moderate handicapped students as well as students with behavior disorders. The other practice site is at Keyser Headstart. As the Work Activities students become involved in assisting as aides to the instructors, educational specialists, and service personnel, they gain a sense of self-worth and accomplishment. The students rotate in different work areas approximately every six weeks.

Students are required to call the supervisor in the morning of the day they will be absent. This notice before the absence rather than an excuse afterwards gives the student a more realistic idea of the importance of attendance at the work place. This practice, plus rewards for perfect attendance

each grading period, address the second goal of the program.

The last two goals are accomplished through many of their FHA activities and in the classroom. Locally the FHA planned and directed play activities for preschoolers for the Founder's Day Weekend. They cooperated with the Key Club to raise funds for Cystic Fibrosis. When Keyser High School sponsored the Blood Mobile, the Work Activities students prepared snacks for the donors. For Wellness Day sponsored by Potomac Valley Hospital the students planned and arranged an educational display of foods high in fiber and rich in beta carotene. They also prepared a buffet based on a cancer prevention diet.

The Work Activities class has become a worthy ambition as shown by the high rate of success of the students who have been enrolled in the class for the last five years. The dropout rate among girls has been cut into half since this class became available. A high percentage of the students that enrolled in the class have completed high school and are working or are still in high school at the present time.

• • •

(Continued from page 102.)

students to realize what really bothers them about children as well as what children do that really makes them feel good inside. After the play school experience, teach student writes an intensive study on one of the preschool children. One of the high school students aid when asked on an end of the semester evaluation which of the semester activities should be kept for following years, "Play school is a must!" Another student commented, "When we planned the nursery school project it helped me to relate to what activities kids that age are able to do and what they enjoy doing."

The high school yearbook recorded the experiences of this class on the vocational classes section which proved that their minds did capture some of the experiences in this class. An impact had been made. • • •

Consumer and Family Studies

Gayle Erskine
Teacher of the Year
Colorado



The Prairie Middle School Consumer and Family Studies program was designed to meet the students' needs for increased skills in child care, meal preparation, clothing repair, first aid, and parenting. Classes include a diverse group of students of all backgrounds, many of which are latch key students who provide child care in the community. Coursework features discussions on self-concept, child care, first aid, mass production, parenting, careers, consumerism, clothing and nutrition. Clothing study features selection of clothing, repair of clothing, and art applied to fabric. Students also learn how to prepare quick, healthy meals, use the microwave, and analyze their diet by using the computer.

One unique unit of the course is S.T.R.E.T.C.H. (Student Teams Reaching Excellence in Technology and Consumer Home Economics). During this interdisciplinary unit students worked with Tech Ed and Foreign Language teachers to mass produce 2500 Russian Tea Cakes and 250 sleighs for the less fortunate in the community. Students surveyed the public, mass produced, advertised, and distributed the product. Through community organizations, cookies and sleighs were given to the elderly, handicapped, and homeless. Most importantly, students were involved in volunteer work that connected them to those less fortunate in the community. The local TV news featured the program as "students who make a difference." (Video Available.) Students know that what they are learning is meaningful and useful.

...

After School Latchkey Program

Mary Jo Kohl
Teacher of the Year
Ohio



The Latchkey Program at Holgate Local Schools was started two and one-half years ago with an adoption grant from the Ohio Early Childhood Education Department for \$6,000. The program meets every school day from 3-6 p.m. in the home economics room with a certified teacher and two home economics students to oversee the program. Daily activities include homework and tutoring if necessary, nutritional snacks, crafts, cooking, videos or computer time, as well as, social time.

Home economic students participate in two ways. If interested they may complete an application and interview for a teacher aide position. If hired they are required to attend an inservice training meeting. Daily responsibilities are to assist the teacher in any capacity that is needed. Teacher aides are evaluated three times during the year and receive a monthly salary.

The other option for students is to volunteer their services for ten days to fulfill an 'individual extended experience.' These students are required to fulfill necessary duties that the teacher and aid may not have time for.

The Latchkey Program is now operating on student fees and local donations. A board of directors consisting of parents, businessmen and educators govern the program and set policies for the director to oversee. The Latchkey Program for the Holgate Local Schools has been an asset to the school as well as the community. •••

Career Exploration

Susie Cox
Teacher of the Year
Missouri



Many times in a young person's life the question will be asked "What do you want to be when you grow up?" Career choice is a decision we all have to make, and what a better time to start examining things to be considered when making career choices than in junior high. At Jefferson Junior High in Columbia, Missouri our ninth graders are given the opportunity to spend a day on a job they are interested in, so I decided to start career awareness with seventh graders in our exploratory block class. The major thrust of this brief unit is to raise the level of awareness about what attracts people to careers based on personalities and environments.

The idea for this two-day unit came from a university vocational guidance course where John Holland's (1985) theory of careers was introduced in an entertaining, simple activity called the Party. The Party provides students their first glimpse of the unit. They are instructed to listen carefully to the descriptions of the different groups of people at the Party because they will have to decide what groups they find interesting and want to join. Students are asked to make notes of the groups they are interested in and record the letter of each group they choose. The descriptions for each group follow:

The "R" (Realistic) group is made up of people who are athletic or mechanical, prefer to work with their hands, objects, machines, plants, or animals and who like to be outdoors. Conversation in this group may include sports or activities the people are involved in.

The "I" (Investigative) group includes people who like to observe what is happening, learn, investigate, analyze, or solve problems. These people are rather quiet and tend to watch what is happening in other groups. The conversation may be focused around math or science activities such as research projects.

The "A" (Artistic) group consists of people who have artistic talents and like to work in an unstructured setting in which they are able to use their creativity and imagination. The conversation may be about favorite entertainers, concerts or artistic projects they are involved in. The "A" group is a little louder than the other groups and more outgoing.

The "S" (Social) group, also very talkative and loud, is made up of people who are very outgoing, friendly and interested in all kinds of people. The individuals in this group are looking around to see what is happening in the other groups as well as being a part of the "S" group; they like to work with and help people.

The "E" (Enterprising) group is also made up of people who like to work with people but they like to influence or persuade and are often interested in economic gain. Conversation in this group centers around economic issues, politics or new enterprises.

The "C" (Conventional) group is probably the quietest group. They like to work with numbers, data, detail and are very good at following through on assignments. These people pay close attention to detail.

The letters, R, I, A, S, E, C are used in Holland's code to identify career interests. Students are given a few minutes to choose the first group they are interested in and are asked to put the letter down on paper and to write down a couple of words that attracted them to that group. They are then asked to choose two other groups in their order of preference. These three letters, for example S, E, A, become their individual Holland's code. Descriptors of individual characteristics, things these individuals like to do, things they are good at and some career possibilities for each group are presented on transparencies.

Students are asked to share their combination of letters, and the class looks at how the student fits into a 3-letter code along with the kinds of careers/jobs they would probably enjoy. Through

(Continued on page 119.)

Money Management

Cathy Lobe
Teacher of the Year
Washington



The community requested that a Money Management course be provided as part of the high school curriculum. Business leaders in our community expressed concern about the lack of student financial preparedness necessary for independent living. The community is an active part of the program. Several business experts are guest speakers in the class. In turn, the speakers from the Spokane community become aware of the benefits of the MONEY MANAGEMENT course. A financial planner comes to the classroom six times during the semester to assist in teaching certain aspects of budgeting, spending, and financial planning.

The major program goal for the course is to assist students in the development of attitudes, knowledge, and skills for achieving satisfying personal and family living, for preparing to manage a home, and for attaining entry-level skills for employment. The course I teach contains many activities which provide hands-on opportunities for students to simulate "the real world" and to make decisions necessary to achieve their chosen standard of living.

The program goal is achieved through activities which address the following objectives:

1. The student will set up a budget.
2. The student will maintain and balance a checking account.
3. The student will evaluate purchases.
4. The student will develop job search skills.

The course is introduced by providing students the opportunity to analyze their values and the things that are important to them. Throughout the semester, students continually refer back to their (Continued on page 114.)

Infant/Toddler Developmental Program

Ozaree Twillie
Teacher of the Year
Arkansas



The Infant/Toddler Developmental Program was designed to accommodate the students in the Forrest City Alternative School who have the responsibility of caring for their child/children. The students are able to bring their child/children to receive good nutrition and care, early training in basic living skills, experience in the socialization process, creative and guided learning experiences, and self-selected activities. The program was funded for \$61,000 for a three year period.

This program enables the student to remain in school until securing a high school diploma or a GED (General Education Degree). With the pre-employment lab, students are trained for entry level employment in child care. Many of the students who had dropped out of school, enter the Alternative School with a great incentive to complete their secondary education, mainly because of this unique setting.

The Infant/Toddler Developmental Program is a basic entity of the Forrest City Alternative School. It provides the necessary assistance for students to succeed in the program. Two licenses have been issued to the facility to accommodate children up to school age (Infant/Toddler, eight weeks up to three years old, the Child Care, two and one half up to six years). Each program is licensed for twenty children, making a total of forty. Transportation and breakfast is provided for parents and child. On-site social workers and vista workers are provided. A school nurse is on call and transportation to the health center or the doctor is also provided.

Impact of the program beyond the classroom is growing. JPTA (Job Training Partnership Act) sends (Continued on page 114.)

Pre-Employment Lab Experience in Child Care

Merriott Terry
Teacher of the Year
Texas



The Child Care and Guidance, Management, and Services Program is designed for employment training in the area of child care and guidance. The "basics" for child care are addressed, followed by current information needed for today's child care worker. This means on the job training is provided in an actual child care center set up as a laboratory on the Wunsche Campus. Students use this course as a beginning step toward a future career in working with children. An articulation agreement with North Harris County College affords the students seven college credits in child development upon completion of the two-year program. Many of our graduates further their education in college and most are in some child care field or related occupation.



At the lab school there are twenty three and four year old preschool children playing in various learning centers which include drama, art, music, blocks, library, science, computer, cooking, water-play,

table games, and outdoor trike trail and playground. The high school students plan and conduct learning activities for the lab school children. Job rotation to special needs classes, pre-kindergarten, early childhood as well as the infant rooms enables the student to gain a varied background for ages birth through fifth grade. The second year students work in a mentor program with Salyers Elementary School next door to the Wunsche campus. The students observe and serve as teacher aides in elementary classrooms.



One area of my greatest concern is child abuse. We teach students how to identify it. It is interesting that a number of my students are attracted to my course because they were abused. They want to find out the way they should have been treated. When they begin working with the lab children the student opens up and sees possibilities of becoming a whole person.

An important factor in my lab program is that the teacher is with the student. We know in stressful situations, people revert to old role models and "tapes." To me, this is why it is necessary for students to have this lab situation so that the teacher can correct or role-model immediately. Unlike most day care centers, we can provide the best in staff/child ratio, but train on the spot for how children should be appropriately treated. •••

Live, Learn and Train: Home Economics with Alternatives

Joan H. Odom
National Winner
Teacher of the Year
Florida



The Live, Learn and Train Program was designed especially for the J. R. E. Lee Opportunity School. The program services our regular student population as well as all ranges of exceptionalities on our campus, including a severely emotionally disturbed unit which was added to our school this year. The S. E. D. (severely emotionally disturbed) students are provided home economics enrichment activities during the home economics teacher's planning period once or twice weekly. The S. E. D. Unit teacher also utilizes some of the material from Live, Learn and Train in her social skills training classes.

This program provides opportunities for students to acquire training skills, to improve and/or develop interpersonal family life skills, to improve grooming and sanitation habits, to acquire general homemaking skills, to improve nutritional habits, to become better informed consumers, and to recognize and appreciate creativity in the home.

Most of our students are two or three grades below level; therefore, their reading and comprehension abilities are very limited. Live, Learn and Train is designed to provide many hands-on activities in a family setting. A great majority of our students come from a very deficient and/or unstable family background; therefore, they really do not know how to interact correctly in a wholesome family setting. Through family role-playing situations, participants learn how to act and how to interact in a "family." Through life lab experiences, they also learn manners, how to care for others, how to respect others, how to resolve conflict, how to be responsible on the job, and how to use valuable homemaking skills.

Many of the J. R. E. Lee students never make it to a job training program in the school system. They are fortunate if they survive work experience training.

More than likely, home economics classes will be their only source of job training. The Live, Learn and Train Program focus and ultimate goal is to prepare students for family life and for the world of work. Everyday, our activities somehow relate to the family and to the world of work.

The general objectives of Live, Learn and Train "mesh" with the required state course codes for the middle school home economics curriculum. The program received grant funding in conjunction with the After School Alternative to Suspension Program. The flexibility of this curriculum affords many opportunities for the program to be used in the "traditional" classroom as well as for enrichment activities during or after school.

The primary goal of Live, Learn and Train is to make home economics a real life learning laboratory. Hopefully, these experiences will prepare participants to live happier and healthier lives, to develop to their fullest potential, to effectively utilize their resources, to become creative and conscientious homemakers, and to earn an honest living.

Program Framework

1. Define the goals of Live, Learn and Train—The student will be able to:
 - a. Identify reasons for participation.
 - b. Identify individual goals.
 - c. Identify group goals.
 - d. Plan program activities.
2. Create a functional "FAMILY" Framework for Live, Learn and Train—The student will be able to:
 - a. Describe the characteristics of a functional family.
 - b. Analyze personal attributes that contribute to a harmonious family.
 - c. Develop conflict resolution skills necessary in the family.
 - d. Identify the rules necessary for a functional family.
 - e. Identify the responsibilities, privileges, and contributions of family members.
 - f. Practice effective communication skills.
 - g. Dramatize effective family interactions.

3. Explore interpersonal skills necessary for positive social development—The student will be able to:
 - a. Identify personal habits that are socially acceptable.
 - b. Practice socially acceptable behavior.
 - c. Dramatize acceptable social manners.
 - d. Recognize meals and snacks as social activities.
 - e. Plan social functions.
 - f. Demonstrate the ability to host social functions.
 - g. Assume the role of a gracious host or hostess.
 - h. Display socially acceptable behavior at group functions.
 - i. Develop socially acceptable entertainment skills.
4. Plan meals and snacks for Live, Learn and Train Activities—The student will be able to:
 - a. Identify the Basic Four Food Groups.
 - b. Classify foods according to nutritional value.
 - c. Prepare nutritional snacks and meals.
 - d. Preserve nutrients during storage and preparation of foods.
 - e. Manage personal behavior through proper nutrition.
 - f. Appreciate new foods and new tastes.
 - g. Recognize and respect various cultural foods.
 - h. Analyze and improve personal eating habits.
 - i. Create table settings for various meal activities.
5. Plan a safe and sanitary environment—The student will be able to:
 - a. Create a clean, neat and safe environment.
 - b. Develop sanitary work habits.
 - c. Identify proper storage procedures for food and equipment.
 - d. Identify unsafe work habits and conditions found in many homes.
 - e. Practice safe work habits.
 - f. Demonstrate the ability to correctly use and care for major and small appliances.
6. Develop effective management strategies for Live, Learn and Train—The student will be able to:
 - a. Conserve time, money and energy.
 - b. Develop a creative environment.
 - c. Devise creative and innovative management skills.
 - d. Manage a clean, neat, safe, attractive and harmonious environment.
 - e. Respect and protect our natural resources.
7. Recognize the importance of creativity in the home—The student will be able to:
 - a. Define creativity.
 - b. Analyze the creative process in the home.
 - c. Recognize and appreciate creativity in the home.
 - d. Assess individual talents and creative abilities.
 - e. Develop family life skills that relate to creativity.
 - f. Demonstrate individual creative talents in preparing unique meals, table settings and table decorations.
 - g. Recognize and appreciate Live, Learn and Train as a creative learning opportunity.
8. Explore career opportunities related to experiences provided in Live, Learn and Train—The student will be able to:
 - a. Identify careers related to family life skills.
 - b. Analyze individual career interests/abilities demonstrated during participation in Live, Learn and Train.
 - c. Review various career opportunities and requirements.
 - d. Role play various job or career positions.

(Continued from page 116.)

References

- Axinn, N. (1981, May). Inappropriate technology transferred or biscuits be damned. SECID Seminar: Responding to the basic needs of rural women. Frankfort, Kentucky.
- Brown, L. (1981). *Building a sustainable society*. Toronto: George J. McLeod.
- Elgin, D. (1981). *Voluntary simplicity: Toward a way of life that is outwardly simply and inwardly rich*. New York: William Morrow and Company Inc.
- Gregg, R. (1936, August). Voluntary simplicity. *Visva-Bharti Quarterly*, India. Report in Duane Elgin, *Voluntary simplicity*. New York: William Morrow and Company, Inc., p. 31.
- Kulahci, S. (1981, May). Reciprocity in the development process. SECID Seminar: Responding to the basic needs of rural women. Frankford, KY, 4-5 May, 1981.
- Schumacher, E. F. (1973). *Small is beautiful*. New York: Harper and Row Publishers, Inc. •••

Home Economics Teachers Can Be the Best Recruiters

Donnell Barton
Doctoral Candidate
Virginia Polytechnic Institute
and State University
Blacksburg, VA

In the past, home economics teachers have been the best recruiters for the profession by encouraging their students to enter home economics teacher preparation programs. Students often selected a home economics career based on their observations and impressions of their home economics teachers. This teacher-as-researcher system is not working as well as it used to. In many states teachers have had to deal with curriculum changes, teacher testing, career ladders, and budget cuts. Because of these and other concerns teachers have not been as actively encouraging students to enter the profession. At the same time it is predicted that many of our current teachers will retire by the year 2000 which will create an increasing need for qualified teachers (Personick, 1989). Other research studies indicate that many home economics positions are available across the nation (Personick, 1989). Many schools have home economics openings and are unable to fill them (Clark, 1990). In 1986, five or fewer baccalaureate degrees in home economics education were awarded in 60 percent of the universities which offer the degree (Weis & Pomraning, 1986). Today, many women are drawn to male-intensive fields because of higher pay and job status. At the same time, men are less likely to pursue a nontraditional career like home economics (Kellett, 1989). As a result of these trends an extensive effort to recruit new teachers for the profession is needed.

One project now underway to identify strategies that will enhance the profession is a recruitment task force made up of representatives from across the country. Information provided by the task force is helping to identify recruitment strategies that can be implemented by the Vocational Home Economics Program Service of the Virginia Department of Education. A major activity of this group involved a survey related to renewing the profession. One of the major findings was that home economics teachers

have been the best recruiters for the profession. If action is taken now the positive impact that home economics teachers can have on their students will not only benefit the students but also the profession.

This renewal is especially critical because home economics courses address the concerns of today's society and continue to develop to meet the needs of our changing world. Home economics educators care about the future of humankind and believe that our contribution to a brighter future is to make the immediate tomorrow better for each individual with whom we work (East, 1980). Because home economics teachers can have a great influence on their students, they are best able to demonstrate the positive impact home economics has on society.

Since the home economics teachers are so visible, they have the perfect opportunity to recruit for the profession. From the first day of class teachers will influence students. This influence takes on many aspects, including providing a role model. When a successful person is asked "Who influenced your life?", many will respond with the name of a teacher. Home economics teachers can demonstrate to students the abilities which enables success in both personal and professional roles. This role model identity is maintained by daily contact with students and enhanced by the subject matter taught in home economics courses. The personal nature of the subject matter allows teachers and students to develop a rapport which facilitates development of a clear concept of home economics. Thus, students develop an understanding of the goals of the profession and how the profession has a positive impact on society. Home economics educators have the opportunity to demonstrate the contributions that the profession makes to society and encourage students to enter the profession.

Clark (1990) states that home economics educators must consider recruiting future home economics teachers as a professional responsibility. Recruitment strategies that home economics teachers can implement are:

Bulletin boards. Display suggestions include pictures or titles of home economics teacher roles, a brief history of home economics, or how the profession adjusts to meet the needs of a changing society.

Guest speakers. Invite home economists to make presentations to home economics classes.

Career day. Feature home economics educators who can highlight advantages of a teaching career.

Video presentations. Check with national and state FHA offices for videos on home economics. Better yet, have students develop a video about home economics courses in their school.

Articulation. Develop a program with a community college that enables students to receive college credit for a class while still enrolled in high school.

Mentoring. Become a mentor to a student and give guidance and support in career planning. This is not a new concept, but it is currently receiving lots of media attention.

Positive role modeling. Demonstrate enthusiasm and commitment to the profession of teaching.

Teen magazines. Place information about the profession in magazines that influence teens.

These recruitment strategies can be implemented effectively by home economics teachers who want to encourage students to consider a career in home economics teaching. One of the strengths of home economics has been the ability to creatively adjust to a changing society. By continuing to work to promote the growth of the profession, home economics education can remain as a positive influence in meeting societal needs.

References

- Clark, V. L. (1989). Developing future educators for home economics. *The Home Economics Educator*, 2.
- East, M. (1980). *Home economics past, present, and future*. Boston, MA: Allyn and Bacon, Inc.
- Kellett, C. E. (1989). Home economics education: Changes as we approach the 21st century. *Illinois Teacher*, 32(3), 98-102.
- Personick, V. (1989). Industry output and employment: A slower trend for the nineties. *Monthly Labor Review*, 112(11), 21.
- Weis, S. F., & Pomraning, D. (Eds.). (1986). *The national directory of vocational home economics teacher educators and state supervisors*. National Association of Teacher Educators for Vocational Home Economics. •••

(Continued from page 100.)

Cook broccoli until form tender. Drain. Quickly place under cold water to retain bright green color. Drain well. In small saucepan, mix oil, lemon rind, and mustard; stir constantly with wire whisk. Add lemon juice slowly. Whisking continuously. Adjust seasonings. Pour over broccoli. Serve at room temperature. Serves 4.

Calories: 65
Total fat: 3.8 gm
Saturated fat: 0.5 gm
Cholesterol: 0
Sodium: 30 mg

Seven-Up Pie

Crust:

1 1/4 C. plain graham cracker crumbs (or 10 crackers, crushed)

2 T. tub margarine

1/4 t. cinnamon

In small bowl, combine crumbs, margarine, and cinnamon. Press mixture onto bottom and sides of well-greased 9" pie pan. Chill.

Filling:

1/2 C. lemonade concentrate

1 envelope unflavored gelatin

1/3 C. sugar of 1 1/2 pkg. artificial sweetener

2 t. grated lime rind

2 t. grated lemon rind

1/3 C. lime juice, from limes used in grating

1/4 t. vanilla extract

1 1/2 C. frozen yogurt

Pour lemonade into small saucepan and add gelatin to soften. Add sweetener of your choice and warm until dissolved. Do not allow mixture to get hot. Transfer to a bowl and stir in 1 teaspoon each of grated citrus rind, lime juice and vanilla. Chill. When cool, whip with whisk or beater until fluffy. Fold in frozen yogurt and whisk again. Pour into prepared crust. Sprinkle with 1 teaspoon each of the lemon and lime rinds. Freeze. Remove from freezer 15-30 minutes before serving. Serves 8.

Calories: 164
Total fat: 3.9 gm
Saturated fat: 0.6 gm
Cholesterol: 0
Sodium: 81 mg
•••

Home Economics Students as Tutors for English as a Second Language

Laura W. Bertelson, Graduate Student
and
Frances M. Smith, Associate Professor
Family and Consumer Sciences Education
Iowa State University
Ames, IA



Laura W. Bertelson



Frances M. Smith

Literacy programs for adult learners of English as a Second Language (ESL) are burgeoning in our nation's cities as well as in smaller communities. As refugees from southeast Asia have settled into our communities and as Spanish speaking Americans have moved from Spanish speaking communities to available jobs, ESL classes are needed to assimilate these adults culturally and to prepare them to live and work in an English speaking society. Official registry information shows that from 1982 to 1987, 362,600 refugees arrived in the United States and an average of 575,000 immigrants entered annually during the 1980s, many of whom were non-English speakers (Statistical Abstract of the United States: 1989; Statistical Yearbook of the Immigration and Naturalization Service, 1988).

Home economics students can work with community ESL programs to help these programs become more meaningful and effective by using resources found in the home or home economics classroom as springboards to ESL literacy [learning]. Many of the first English contacts non-English speaking adults have are related to the accomplishment of home and family tasks such as shopping for food and other essentials, registering for health care or other social services, and communicating with a child's school officials. These are only a few of the tasks that require an ability to read and write English in this society.

ESL programs must often involve broad literacy education efforts. Besides learning a second language the ESL student may face additional difficulties: adult ESL literacy students may have had little former experience with formal education, may be illiterate in their native language, and may not have experience with literacy concepts (Bell and Burnaby, 1984).

ESL adult literacy education differs from child literacy education in fundamental ways. Whereas children learning to read and write are familiar with hearing and understanding the vocabulary they are using, adult ESL literacy students are less familiar with the English vocabulary. Children learning to read and write have twelve years of formal education in which to build their skills; adult ESL literacy students have limited time to develop a working use of the language in oral and written form.

Adult learners have a depth of experience and maturity of approach to aid them in literacy learning. This experience must be capitalized on so that the learning process is not a demeaning one. Unfortunately many of the literacy materials available are geared toward the teaching of reading to children. These materials emphasize learning to read and write simple words without meaningful contexts for the adult. A natural point of entry to adult learning is the adult's area of interest (Knowles, 1975; Finocchiaro, 1984). The home economics classroom and experiences from home economics content areas could provide a stimulating backdrop full of meaningful contexts for the adult ESL literacy student.

With the availability of equipment, props, and other teaching materials in the home economics classroom, ESL students could experience relationships between objects, actions, and written material regarding the home, family life, and some vocations. The high school home economics student has knowledge about items familiar to the ESL student and could use this knowledge as a basis for ESL tutoring. Some of the items available in a home economics classroom which could be used as props in tutoring include: textbooks with pictures, recipe books, cooking equipment, instruction booklets for equipment, child development materials, check books, budget forms, job application forms, consumer

contracts, catalog order forms, sewing equipment, fabrics, clothing labels, furniture, and cleaning materials.

ESL students may be motivated by their desire to follow recipes written in English, read package labels, order from catalogs, communicate with school or medical professionals, or read and write about other home and family related tasks. Related reading materials found in the home economics classroom will be meaningful to the ESL student and will thereby improve motivation and lead to success in reading and comprehension.

Home economics students could work in ESL programs in a variety of ways. Extra credit projects to supplement classroom activities could be made available to students, or an FHA service project could be designed around ESL program participation. The extra-credit or FHA project would be designed in conjunction with a local community ESL literacy program. Home economics students would work with ESL literacy students for a short period of time, perhaps four to six sessions.

In preparation for this experience the ESL program director or an ESL instructor could be invited to speak with the home economics students about the history and philosophy of the ESL program and the population it serves and what the home economics students might expect in working with ESL adult students. In the weeks before their work with the ESL students begins, home economics students could review reference materials on the culture of the ESL students with whom they would be working, practice some ESL literacy teaching strategies, and determine what equipment or supplies from the home economics program they may use when working with the ESL learners.

Using reference books on teaching activities or the native cultures of the ESL learners, home economics students could write reports on topics related to working in a tutoring capacity with ESL adults. The starred references at the end of this article contain teaching activities appropriate to ESL tutoring.

Each home economics student could be assigned to work with one or two ESL students (see the extra credit contract). They could work with the ESL students in the home economics classroom after school hours (for a total of four to six sessions). The students could write a brief evaluative description after each tutoring session of the work that was done and make suggestions for subsequent sessions.

It might be helpful to have the home economics students meet together to discuss what is happening in their tutoring sessions at the beginning, middle, and end of the lesson series. Progress of the ESL learner in understanding oral and written English may not be as rapid as the home economics students

expect. Meeting together throughout the duration of the project to share experiences, ideas, and encouragement could be critical to the tutors' feelings of success about the project.

Tutoring adult ESL literacy students could benefit both the ESL students and the home economics students. Benefits to ESL students may include the availability of an additional core of volunteers for tutoring and the availability of teaching tools, content, and site for the tutoring. ESL students may become familiar with school settings and school environments which their own children may attend and which they personally may have avoided.

Benefits to the home economics students include experiencing interpersonal relations, overcoming difficult communication situations, increasing their understanding of their own society, understanding another culture, and gaining teaching experience. The students also will be reinforcing their own understanding of the home economics content. They will become experienced community volunteers. Participation in an ESL program may lead home economics students to a better understanding of the importance of home economics related knowledge and skills as they see them used in less traditional ways in the community.

References:

- *Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press.
- *Bell, J. and Burnaby, B. (1984). *A handbook for ESL literacy*. Toronto: Ontario Institute for Studies in Education.
- *Byrne, D. (1987). *Techniques for classroom interaction*. New York: Longman.
- *Dougill, J. (1987). *Drama activities for language learning*. London: MacMillan Publishers.
- Finocchiaro, M. (1984). "Teaching for the learner" in *Focus on the learner*. S. Holden (ed.). Oxford: Modern English Publications.
- Knowles, M.S. (1975). *Self-directed learning*. New York: Association Press.
- *Rinvolduc, M. (1984). *Grammar games: Cognitive, affective and drama activities for ESL students*. New York: Cambridge University Press.
- *Sadow, S. (1982). *Idea bank*. Rowley, Mass: Newberry House Publishers, Inc.
- Statistical Abstract of the United States: 1989* (109th ed.) Washington, DC: U.S. Department of Commerce, Bureau of the Census.
- Statistical Yearbook of the Immigration and Naturalization Service*. (1988) Washington, DC: U.S. Department of Justice, Immigration and Naturalization Service.

EXTRA CREDIT CONTRACT

I, _____ agree to spend _____ one hour
(student's name) (4-6)

sessions working with the ESL program between _____
(dates)

I will be working with _____ and _____
(ESL student name) (ESL student name)

Signature

Parent/Guardian

ESL Coordinator

Yunus, N.A. (1981). *Preparing and using aids for English language teaching*. Singapore: Oxford University Press. •••

(Continued from page 106.)

values to help them understand the importance that their values play in their decisions about money.

Students keep records of income and expenses throughout the semester. After two months of record keeping, they budget their income and revise spending. Seeing what they spend usually prompts a re-evaluation of spending habits. Students complete a budget assignment with income based on their real/imagined first full-time job. All living expenses are budgeted based on take home pay. The differential between budgeted expenses and actual income is often most enlightening. Students discuss the relationship between personal values and spending habits noting differences between people's spending patterns. They evaluate their own buying habits and seek to make changes where necessary. Students state they recognize a need to make positive changes in buying behavior as a result of this experience. Students are required to keep notebooks which become reference files and are kept for use after graduation. Former students return often to share how they have used information from the course in their everyday lives.

I do not have the answers for the students, but hope that they leave this course with a true understanding of their own values and the very important part that they play in making decisions about how they behave as consumers and that each is different from the other and what one person values may not be what another values and that it is okay to have values different from one another. •••

(Continued from page 106.)

their clients to the program for on the job training (OJT). We now have three persons from the Grandparent Program, one male, two females. The food service workers invited the parents on WIC (Women, Infants and Children) to hear extension home economist Jeanne Thompson on choosing food for infants and children. Student projects in making children's learning books, mobiles, and place mats/pictures relating to a child's world, has stimulated student growth and involvement. The mobiles are hanging over the cribs in the infant/toddler room.

The first semester follow-up report on the children in our program shows that all are on grade level or above. Students presently in the child care program have learned their telephone numbers, addresses, and can spell their first name. Students in the Child Care and Guidance Management and Service are showing improvement in daily anecdotal record observations. Test scores average right at the seventy-five percentile.

With guided learning activities, students are becoming more creative and gaining new ideas. Art seems to be more evident of integration of other subject matter with home economics. Students have been innovative in doing the bulletin boards in the classroom and in the program. Students seem to have more confidence in themselves. A field trip is being planned for the Child Care and Guidance Management and Service class to visit a child care facility in West Memphis, Arkansas. Also several students are planning to attend The Home Based Business Seminar to be held at East Arkansas Community College, sponsored by the Extension Service. •••

A Holistic Perspective in Home Economics Curriculum

Gwen Blair Frazier
State Consultant
Home Economics Education
Concord, NH



As educators, we must prepare students to make choices that will lead to a lifestyle that is personally satisfying, globally responsible and ecologically sustainable. A tall order to say the least but not a task we can afford to ignore. In New Hampshire, to achieve this goal we initiated a curriculum development project to utilize a holistic perspective and integrate content related to these concepts, where appropriate, into existing courses:

- Sustainable Lifestyles
- Ecologic Responsibility
- Technological Literacy
- Appropriate Technology
- International Reciprocity
- Balanced Development
- Global Education
- Voluntary Simplicity

Here are our working definitions of these concepts.

Sustainable Lifestyles:

While a sustainable lifestyle is based on a compatible relationship with the ecosystem, its social, economic, political, and technological aspects are equally important in the successful achievement of such a lifestyle. A sustainable lifestyle involves an intricate balance of all influences operating within a culture. Lester Brown (1981) details the ways in which cultures have lost perspective on long-term sustainability, and stresses the need to address this idea in modern society.

Ecological Responsibility:

This concept addresses living within the parameters of the natural ecosystem. It is increasingly necessary for us to examine the

environmental consequences of our everyday choices. What responsibility do we as consumers have for creating consumer demand for products that create toxic wastes in their production? How can we learn to make a home fit more closely into the natural ecosystem? This concept can be addressed at the local household level as well as at the global level. We can no longer afford the luxury of ecological isolationism. What happens in one area of the world influences the environment for all of us.

Technological Literacy:

I choose to define technology, in the broadest sense, as the tools we use however simple or complex they are. The person who is truly literate in the use of technology approaches a task with a command of the whole spectrum of technology and has the skill to select the appropriate one. Too often, we assume that teaching about higher order technologies will make one literate in the use of technology. Concentrating our efforts on advanced technologies may allow our skills with lower order technologies to atrophy. This leads to technological dependence. We are then enslaved rather than freed by technology. This also puts a culture in danger of losing whole bodies of technology over time.

Appropriate Technology:

Appropriate technology is a term first used by Schumacher (1973) to explain the human scale and culturally specific elements of successful technology. The effectiveness of any technology depends on the degree to which it is compatible with various aspects of the culture. (Indigenous technologies, those that develop over time within a culture, differ in effectiveness from technologies transferred from one culture to another.) The cultural "fit" or appropriateness of technology governs its usefulness. Technology should make the task easier. The tools should serve the people, not the reverse.

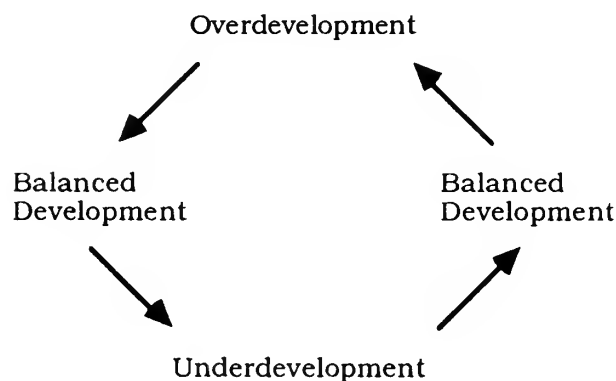
International Reciprocity:

This concept is best defined by Kulachi (1981) as "each gives, each receives, and all benefit from the exchange." In being aware of the richness of one's own culture, it is easy to see what one's culture has to offer cultures in other countries, especially less developed countries. Nancy Axinn (1978) explains that

the reverse is also true. Less developed countries expect reciprocity in cross-cultural interactions with more developed countries. We are wise to remember that in cross-cultural interactions, each has much to give, and each has much to gain.

Balanced Development:

This term taken from the work of George Axinn (1978), outlines an alternative framework for defining the term, development. Rather than using industrialization, per capita income, and standard of living as indicators of development, he uses equilibrium. Axinn (1978) theorizes that cultures cycle through stages of underdevelopment, balanced development, and overdevelopment (see diagram).



Global Education:

Global education is a blend of many elements that contribute to the development of a perception of the world as a whole and the self in relation to the whole (Hanvey, 1982). It includes knowledge of global dynamics, cultural awareness, sensitivity to cultural bias and the ability to see relationships between local and global levels.

Voluntary Simplicity:

Voluntary simplicity was first used by Richard Gregg in 1936 to describe strategies to help adjust consumption levels to enhance life satisfaction. Duane Elgin (1981) describes it as a philosophy that can free people from the demands of abundance in excess of their needs. It differs from poverty, which is involuntary, because it results from a conscious choice to limit consumption to enhance the quality of life.

We believe that increased knowledge and awareness in these areas will enable students to deal more effectively with current and future issues in both local and global contexts. We also believe that these are appropriate concepts to include in home economics courses to achieve the goal of preparing students to make choices that will lead to a lifestyle that is personally satisfying, globally responsible, and ecologically sustainable.

Indicators of Development Used in Axinn Model

Underdevelopment	Balanced Development	Overdevelopment
local resources underused	Balance of local resource supply and demand	overuse of local resources, use of resources from other cultures
local energy supply exceeds demand	energy demands do not strain local supply	energy demands exceed local supply
one-way communication from overdeveloped countries to less developed	open exchange of ideas with other countries as two-way package	closed communication with other countries, gives help, but does not accept it from other countries
workers can perform all functions for life, low dependence on others	workers specialize in some tasks, moderate dependence on others	workers perform some specialized task, highly dependent on others

(Continued on page 109.)

Parenting With A Plus

Ruth Brunton
Retired, University of
Arizona
Cooperative Extension
Phoenix, AZ



Babies don't come with instructions. You get more information with your new car than with your new baby. What children learn in their first five years influences their future success in school and life. Parents are children's first and best teachers. The home is the classroom. How will parents learn to teach their children?

When parent-teachers are given information, guidance, encouragement and empowerment, they develop children who have the independence, self-direction and self-pride needed to succeed in life. Home economics teachers have background and teaching in child development which they can share with parents to help them to understand and nurture their children's growth. Home economics teachers can also help facilitate parent groups to discuss problems and possible solutions of their own and other growing children.

This article describes a program with leader guides and parent information on six basic topics that have been selected as essential by lay and professional child caregivers. These discussion guides may be used as starters for parenting groups, or to enrich already established programs.

The topics discussed by the program participants and in this article include: building self-esteem, discipline and love, communication and feelings, food for fun and health, how do you talk to your child about sex? and stress management and family fun. Besides the leader guides and parent handout materials, I use audio and video tapes with these discussions. They are available from the author.

What Are Our Goals?

Before discussing specific parts of the program, parents and child caregivers meet with the facilitator (home economics teacher or other trained leader) to introduce themselves, their families, their concerns and goals. Participants discuss what they want

for their children, e.g., to become healthy, secure, responsible, self-sufficient and caring people. They rate their children on several items, before and after the whole program, to determine growth and build their children's self-esteem.

Likewise, participants rate themselves and score their own growth in self-esteem and parenting skills before and after the whole program. These pre and post-tests, along with anecdotal comments throughout the program, serve as evaluation tools. Parents are reminded that nobody expects perfection.

They model for their children that they are learning to be the best parents they can be; and they expect their children to learn to be the best people they can be! At the close of the program participants are presented Certificates of Participation which seem to be effective in impressing children.

Program Planning

Participants are asked to list the topics they would like to have discussed during the program, and the leader plans the programs to meet those expressed needs. Most parents ask for help with discipline and love, so the facilitator usually schedules that lesson early in the year.

Building Self-Esteem

Because most professionals in the field of child development believe that good self-esteem is essential to mental health, the group facilitator may wish to start the program with this introductory and overriding subject. Participants discuss the meaning of self-esteem and why it is so important. They describe behaviors of children and adults with high and low self-esteem. After discussing many ways to build self-esteem, parents describe methods they have used and results achieved. Parents list their own attributes, aptitudes and skills; their own short and long term goals; their own support groups. They add to the lists throughout the year. At home parents go through this exercise with their children, individually, and thus work together in building their self-esteem and family strength.

Discipline and Love

These cornerstones of child development are discussed as two sides of the same coin. We love our children; therefore we discipline them. The saddest child is the one whose parents do not care at all.

The true meaning of discipline is discussed. Parents identify what they hope to teach their children and assess a variety of discipline methods and what they teach. Old autocratic and permissive methods are discussed, and their natural and logical consequences are contributed by participants as they list their children's discipline problems, causes and possible solutions. Parents learn how to teach their children the principles of good decision making and the consequences of making good and bad choices.

Communication and Feelings

Communication is the lifeblood of relationships; the difference between POWER and POVERTY. Poor communication is one of the greatest causes of family break down. To communicate well we must first understand each other's FEELINGS, or emotions. We are emotional and feel first and think later. In times of crisis, we often forget to think. We tend to react emotionally, as our parents did, perhaps in destructive ways. Mental abuse may be even worse than physical abuse. Participants learn to identify their basic feelings.

Parents need to learn what good communication is and why it is essential to maintain a "warm-line" of communication to strengthen families. Participants discuss BARRIERS of good communication, and ways to build strong BRIDGES. By role playing they practice active listening, reflection, rephrasing, body language and other communication skills. After the parents and child caregivers identify what is bothering them at home, they practice giving "I" messages to describe their feelings to others, and learn to assertively express their own needs. Conflict resolution is part of the outcomes developed.

Food for Fun and Health

The basis of good physical health is good nutrition and regular exercise. "You are what you eat." Everybody talks about exercising and eating right, but few people do it. Food supplies nutrients for growth and physical health, and brings pleasure and fun for emotional health. Parents and child caregivers discuss the ages and stages of their children, their nutritional needs and problems with feeding. Realizing that nutritional needs vary with age, sex, activity and heredity, participants learn that their most important goal is to have their children eat a nutritionally balanced diet that includes a variety of foods and adequate amounts.

Parents learn to plan and serve attractive, balanced menus. They realize they must model good eating practices themselves. They understand that their responsibility is to provide adequate well balanced meals each day to meet the needs of the family. The child's responsibility is to eat and enjoy

the food. If s/he chooses not to, within an appropriate length of time, the food is removed until next meal or snack time. Meal time should be comfortable and happy. Parents discuss how they promote their children's interest in eating good food by exercise, rest, planting and growing foods, helping to plan, purchase, and prepare healthy foods, and being praised for eating. Recipes and samples of health, nutritious, delicious foods are distributed for all to taste and try. An emphasis is made on using low calorie, high nutrient fibrous foods.

How to Talk to Your Child About Sex

Although 86 percent of the population believe that schools should teach children about sex, the vocal 14 percent who don't believe it have convinced some local school boards to avoid it (Gordon, 1980). People tend to agree that PARENTS should teach their children about sex; but very few of them do it. Often parents don't know what to say to their children, and are too uncomfortable to say what they DO know. So children learn distorted facts from friends on the street, television and movies. Excitement and glamour are stressed. Values, responsibility and long range consequences are seldom discussed. Youth receive the message: "Everybody's doing it. Why not me?"

Nationally we suffer the tragic results: an epidemic of teenage pregnancies, children having children. Our rate is twice as high as England's and Canada's; seven times as high as the Netherlands (Planned Parenthood, 1984-5). Low birthweight babies, born at risk, cost our taxpayers millions of dollars in medical care, education and welfare assistance, crime, mental illness and grief. We help parents learn to talk to their children about sex? After describing their children's ages, sex, and questions, parents and child caregivers discuss the importance of giving straight answers and education.

Participants define "sex", discuss reasons for early pregnancies, and what parents can do to help prevent them. Together they practice talking to their infants about all parts of their bodies. Parents communicate to their children that human sexuality and feeling good about one's body are tied closely to love and responsibility. They learn to keep open the lines of communication about sex so that they feel free to grow together through the years.

Parents role-play and practice making appropriate answers to children's questions like: "Where did I come from?" "How did I get here?" "Why does he have a penis?" "Why did I wet the bed last night?" "What is menstruation?" "How do girls get pregnant?" "What is love?" Parents become determined to help their children develop strong self esteem, decision making skills and realistic lifetime goals.

Stress Management and Family Fun

"The number one source of children's stress is the home. Schools should teach parents about parenting," says Margaret Fitch, assistant school superintendent in Omaha. We try to help parents and children manage their stress so that they can have happy home lives and productive work places. In this discussion, participants analyze the meaning of "Stress." They identify "good" and "bad" stress, pointing out the symptoms and benefits. They also discuss healthy and unhealthy ways of dealing with stress. Relaxation exercises are provided. Parents list the things that cause them stress. They discuss probable causes and possible ways to manage them. Just hearing that others have the same problems often helps to relieve stress for parents, and ultimately their children. Participants act out a scenario of a typical American family during the pre-dinner "Time Bomb Period." Everybody discusses each character's problems, and how they could have helped the family to function more smoothly. Also ideas for family fun are shared by all participants. They agree that their families are the most important sources of joy and hope in their lives and that they need to spend more time and energy in learning how to be the best parents they can be.

Summary

Parents are children's first and best teachers. Parents deserve training and support for their most important and difficult job. I believe that home economics teachers are prepared and able to help teenagers and adults prepare for and practice the profession of parenting. A few states have recognized this need and required that every school provide parent education.

My dream is that all parents will have accessible classes and support groups to help them improve their parenting skills, self-esteem and feelings of competency. I present a parent education program containing discussion leader guides and parent information on six basic topics that have been selected as essential by lay and professional child caregivers. The guides may be used as starters for parenting groups, or to enrich already established programs. Topics discussed include: building self-esteem, discipline and love, communication and feelings, food for fun and health, how do you talk to your child about sex?, and stress management and family fun. Strong families are the basis of a strong society.

Reference

- Gordon, S. (1980). *Schools and parents—Partners in sex education*. Public Affairs Committee, Inc., Pamphlet N.

Teenagers, sexuality education, pregnancy national overview. (1984-5). Planned Parenthood Federation of America, Inc. •••

(Continued from page 105.)

discussion of the six major groups in various combinations from student examples, a general overview of career areas can be explored. Students are asked to list careers they might be interested in that fall within their individual codes. Everyone becomes interested in seeing the different combinations found in the class; it provides an opportunity to discuss how different jobs attract different personality types and how important that attraction is to fill all the jobs in the workplace.

After students have listed career ideas, they identify information about themselves that may affect career decisions. Students look at factors such as personal values, family influence, interests, skills, dreams and anything else they can think of that would affect their career decisions. To analyze the information collected, students write a summary of what they found out about themselves related to careers.

At the conclusion of this activity, students are more aware of factors that influence career choices, particularly personal characteristics and interests. Perhaps they will discover new areas of interest and realize the importance of considering personality and environment when choosing a career.

To expand the unit, additional career resources using Holland's code could be researched in the library and through guidance counselors. A good activity to bring visibility to home economics would be to have home economics students help other students identify their Holland code at a career fair. If you would like more information or copies of my transparencies, you may contact me at Jefferson Junior High School, 713 Rogers Street, Columbia, MO. 65203.

Reference

- Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments*. Englewood Cliffs, NJ: Prentice Hall. •••

Parenting For Responsible Behaviors

Ann K. Mullis
Department of 4-H and
Other Youth Programs
University of Florida
Gainesville, FL



Ronald L. Mullis
Head and Professor
Department of Family, Child
and Consumer Science
Florida State University
Tallahassee, FL



Family life education courses, particularly those emphasizing parenting, have traditionally emphasized teaching about what is involved in childrearing and the guidance and discipline of children. Thus the content has focused on general child development, what one can expect from children at progressive stages of development and how to get children to behave in appropriate ways, given their level of development. One area that has received much less attention in family life education courses has been the topic of enhancing children's responsible behaviors during interactions with others. Consequently, the following article will address this issue by suggesting some techniques for teaching parenting for responsible behavior in courses of family life education.

Behaving Prosocially

Often, guidance or discipline is taught as something that is said or done to a child following some misbehavior. In some cases prevention of certain behaviors, like biting or spitting, is discussed but, once again, the emphasis is on the negative behavior of the child. How is it that children learn about socially responsible behaviors like helping, sharing and caring, what researchers have termed "prosocial behaviors"? Although parents or would-be parents need to be prepared to

deal with negative behaviors, they also need assistance in preparing children to make positive social contacts with peers and adults.

Prosocial behavior may be defined as behavior directed toward another person which promotes or sustains positive benefit to that person. This definition implies a variety of actions including helping, sharing, comforting, cooperating, nurturing, respecting other's feelings, and being socially responsible. Most researchers have found that as children advance in age the incidents of prosocial behavior will increase including behaviors of cooperation, sharing and helping

Teaching About Prosocial Behavior

In the high school and junior high school classroom a teacher might take a two-pronged approach to teaching about prosocial behaviors. One is teaching directly about how children can learn helping, sharing and caring behaviors and why they are useful in assisting children in the formation of relationships. The second is more indirect, giving students the opportunity to examine their own prosocial behavior and to learn strategies for developing more successful social skills.

Observation

After reviewing introductory information on prosocial behaviors with students, a concrete experience helps reinforce the content. This experience might take the form of an observation. Armed with behavioral definitions of several prosocial behaviors, students might tally the occurrence of these behaviors with three different age groups, e.g., children in occupational child care programs, second graders and fourth graders. Lacking facilities and proximity to young children, a teacher could videotape three different age groups of children at play. The value of this latter technique is that it provides a standard stimulus, opportunities to rewind the tape and, through discussion, examine behaviors again. Try to find clear examples where children benefit from use of positive behaviors and those where children are unsuccessful in their social contacts because they show little or no concern for their peers. Most adolescents enjoy being scientists in a mini-human relations laboratory.

Designing Curriculum

After analyzing "naturally" occurring prosocial behaviors students might move to the next stage—that of designing a curriculum to teach children social skills. Rogers and Ross (1986) outlined three elements of effective social interaction: First, the ability to assess what is happening in a social situation. Second, the skill to perceive and correctly interpret the actions and needs of the children in a group at play. And third, the ability to imagine possible courses of action and select the most appropriate ones. Two keys for students to consider are building opportunities for group play and teaching children communication skills to use in entering and participating in play groups successfully.

Interviewing Children

A final activity to assist student in understanding the importance of prosocial behavior is to present them with a series of questions put forth by William Glasser (1966):

1. How do you make friends?
2. What is a friend?
3. What makes a good friend?
4. How do you find a friend?
5. Is it better to have lots of friends or just a few friends? (p. 172)

The students could interview children at three different age levels using these questions or they could respond to these questions as if they were four-year-olds, seven-year-olds, and ten-year-olds. Some may be willing to reflect on their own strategies for making friends and how those strategies have changed over the years.

Family life education programs for junior high and high school students provide educators an excellent opportunity to enhance students' awareness of responsible behaviors in children and themselves. Adolescents' first needs are for relationships with others with whom they can share common interests and concerns. With increasing age, they desire closer, caring and sharing relationships with peers and adults. Knowing about and developing an understanding of positive social behaviors in themselves and children aids adolescents to assume more responsible behavior with others and become more prepared to transmit these values in their own families in the future.

References

Burleson, B.R. (1982). The development of comforting communication skills in childhood and adolescence. *Child Development*, 53, 15-8, 1988.

Glasser, W. (1966). *Schools without failure*. New York: Harper & Row Publishers, Inc., 1966.

Radke-Yarrow, M., Zahn-Waxler, C., & Chapman, M. (1982). Children's prosocial dispositions and behavior. In P.H. Mussen (Ed.), *Handbook of Child Psychology*, Vol. 3. New York: John Wiley & Sons.

Rogers, D.L., & Ross, D.D. (1986). Encouraging positive social interactions among young children. *Young Children*, 41, 17-17. •••

Learning Basic Skills Through Home Economics is a publication of the Home Economics Education Association, developed by the Basic Skills Subcommittee of the Home Economics Research Committee, American Vocational Association.

The purpose of this publication is to help home economics teachers develop basic skills through their instruction. It is divided into six sections, each dealing with a different basic skill. The author believes it is particularly relevant to home economics—i.e., communication, mathematics, physical and life science, and social studies.

Each section begins with an introduction to the use of the basic skill area in home economics, followed by student activities that can be used in teaching the skill. Within sections, activities are organized into the following content areas: career education, resource management, housing, home furnishings, and development of mathematics and technology.

For each activity, the home economics content area, basic skill, and home economics application are indicated. The activities are examples of only some of the applications of integrating communication, mathematics, physical and life science and social studies in home economics education.

Teachers can select and use those activities that seem most suitable for their classrooms. Further, teachers should feel free to modify or revise the materials to make them meet the needs and interest of their students.

Some of the activities have previously been published by the author, included project materials, and curriculum guides. Others were developed or adapted specifically for this publication.

Learning Basic Skills Through Home Economics, Available Fall 1990, 1991.

Available November 30, 1990.

For information write to:
Home Economics Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

**University of Illinois
at Urbana-Champaign**

Urbana Teacher
347 Education Building
1310 S. Sixth St.
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED



ILLINOIS TEACHER OF HOME ECONOMICS

Foreword: Mildred P. Gage	
Facing the Challenge: A Community Based Curriculum Joseph A. Weber and Sherry L. Ellis	
Curriculum Determinants or Confusing Deterrents? Kendra E. Vance, Julie M. Johnson, and Lisa C. Lerner	
What Do They Have That I Don't Have? (Part 1) A. J. G.	5
Do First Impressions Last Forever in Classroom Settings? (Part 1) D. J.	6
Voluntary Simplicity: A Life Style to Be Lived and Taught (Part 1) G. J.	7
Nutritional Recommendation Should Promote Sustainability Robert J. Reber	
The Parent Connection, Marie A. Allen	
Instructional Use of Microcomputers: Why We Haven't Gone As Far As We Expected, Maureen E. Kelly, M. H. Long, and Karen E. Paris	8
Reality Testing for a Career in Child Care (Part 1) M. H. Long Ronald E. Mullis	9
Incorporating Cooperative Learning Strategies into Housing Curriculum Deborah G. Wooldridge, Margaret Schelmer, and Mary Joanne Weller	11
Sports Nutrition: A Modern Approach to Teaching Foods in High School Home Economics, Sheryl Metzger	12
Fashion Retail Education: A Guide for Home Economics (Part 1) E. J.	13
Decision Making: Having a First Born at Age 35 or Older, Patricia H. Williams and Lonnade Lawhon	
Transforming Home Economics: An Australian Perspective, Margaret E. Henry	14

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

June Chambliss, Technical Director

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Nancy Stone, Graduate Assistant and Ph.D. Candidate

Julie Way, Graduate Assistant and Ph.D. Candidate

Volume XXXIV, No. 4, March/April, 1991. Published five times each academic year. Subscriptions \$15.00 per year. Foreign, including Canada, \$18.00 per year. Special \$10.00 per year (\$12.00 Foreign) for undergraduate and graduate students when ordering by teacher educator on forms available from *Illinois Teacher* office. Single copies \$3.50. Foreign \$4.00. All checks from outside the U.S. must be payable through a U.S. bank.

Address: *ILLINOIS TEACHER*
University of Illinois
347 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone: 217/244-0820

© 1991

Foreword

As in the past, this issue contains articles that contribute to our thinking about what to teach, why it should be taught, and how it could be taught. These are perennial concerns of home economics teachers who are leaders in their schools and communities. We are pleased to be able to contribute to their success.

We often hear from our readers that the *Illinois Teacher* is a very useful and relevant journal for them. Our intent is to publish the kind of articles that will help to enable home economics teachers to be the best teachers that they are capable of being. Unfortunately we reach only a sample of the total population of home economists who teach. In order for the journal to continue to exist, it is imperative that we increase the number of our subscribers. Please help us, encourage your colleagues, teacher education students and friends to subscribe.

The Editor

What shall I give her/him for

Graduation?

Birthday?

An Award?

A Thank You?

How about a subscription to Illinois Teacher!

ADDRESS:

347 Education Building

University of Illinois at Urbana-Champaign

1310 South Sixth Street

Champaign, IL 61820

Make check to: Illinois Teacher - \$15.00 in U.S.

\$18.00 outside U.S. (in U.S. \$)

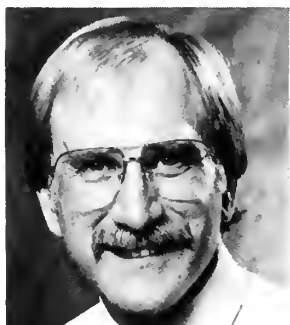
Subscription for:

From:

Facing the Challenge: A Community Based Curriculum

Joseph A. Weber
Associate Professor
Department of Family Relations
and Child Development
and

Sheila Forbes
Assistant Professor
Extension Program Specialist
4-H and Youth Development
State 4-H Department
Oklahoma State University
Stillwater, Oklahoma



Previous studies (Erikson, 1968 and Mitchell, 1986) have shown that the adolescent period is a difficult time of life for students to feel worthwhile. There are several circumstances and reasons why many students never feel a sense of worth. First, teens are encouraged to strive for short-term solutions and answers to the many problems they may face. Second, many school settings encourage day-to-day conformity which can limit creativity and establish a sense of monotony. Third, and possibly the most important, is the likelihood that adolescents have little opportunity to engage in worthwhile work or to participate in a significantly meaningful activity (Mitchell, 1975). Even though it is a tall order, the point remains that teachers must be aware of a student's need to focus on activities which can establish a sense of success, self-worth and accomplishment.

Youth are now facing a world previous generations would hardly recognize. As society moves into the 21st century youth have almost unlimited opportunities for personal growth and development but there are also issues and concerns affecting young

people that are particularly disturbing. Across the country statistics show that alcohol and substance abuse, teenage pregnancy and sexual activity, dropouts and illiteracy, child neglect and abuse, and depression and suicide are at record highs (US Department of Education, 1988). Are local schools and family service providers meeting the challenge? Can home economics teachers give students an opportunity to positively face the future? As a result of these trends the Oklahoma State University Cooperative Extension Service developed a dynamic school curriculum based on community involvement.

Students are making decisions daily that can affect their future, their family and their community. Students are making decisions as they decide on such things as doing homework, going to the movies, helping with chores around the house, not becoming a drug abuser, or thinking about career opportunities. Many students have difficulty making logical and rational decisions because of limited information, an inability to perceive consequences, and a lack of experience.

The Oklahoma State University Home Economics and 4-H Cooperative Extension Service realized there was a need to develop a curriculum guide which uses both formal and informal techniques to help students learn about issues directly affecting themselves and their classmates. The curriculum guide known as the Oklahoma Community Youth Effort includes information on problem solving, issue identification, public and community issues, decision making, action plans, proposal writing, and a wealth of information and exercises addressing adolescent concerns. A training video was also developed to explain and show examples of how students can approach and solve a problem.

The major goal of the Oklahoma Community Youth Effort (OCYE) curriculum is to help students learn good decision making skills as they cooperate in a community based project. OCYE provides students experiential learning opportunities as they begin looking beyond themselves and understanding how "real-life" issues and concerns can impact their school and community. Students ultimately become excited about reaching out and making a difference.

Teachers who use the OCYE curriculum are encouraging students to become responsible and productive citizens. These objectives are accomplished as

students develop leadership skills, provide service to others, understand problems facing them and their communities, encourage others to make positive choices and develop solutions to problems that affect daily lives.

The OCYE curriculum guide is titled, "Free To Face The Future" and is based on the idea that teens learn more about themselves and gain a greater degree of personal maturity and responsibility when they can become involved in community concerns. Adolescents have a need to become involved in worthwhile activities to which they can commit themselves (Cantril, 1964; Havighurst, 1972 and Mitchell, 1986). Students have a stronger commitment to programs in which they have been integrally involved in the actual design, implementation and evaluation. Keeping this in mind the four basic objectives of the curriculum are as follows:

1. To help students believe in themselves and make the most of their potential.
2. To give youth the experience of providing service to others and their community.
3. To help adolescents understand the interrelationship between problems facing themselves, their school and their community.
4. To give students an opportunity to develop an action plan which addresses a specific problem or issue of immediate concern. The action plan follows the five step problem solving procedure of defining the problem, searching for alternatives, developing a plan, implementing the plan and evaluating the plan.

How Does OCYE Work?

How does OCYE work? I repeat, it's very simple. A home economics class, along with their teacher and even an adult who may like to participate decide that they want to form an OCYE group. This classroom community action group can be organized as an entire class or smaller more concentrated clusters of students who are interested in addressing a specific issue. A class may have more than one group organized with each focusing on a different issue or the entire class can become involved in varying aspects of a larger concern.

Next, the class goes through orientation as outlined in the OCYE (Free to Face the Future) curriculum guide which helps the class get organized and carry out a community action project. The curriculum includes information on identifying community issues, group problem solving techniques, developing an action plan as well as information on specific issues and concerns of particular interest to

adolescents. Lists of references and resources are also included.

Depending on the problem selected, a class may work on a particular issue for only a few weeks to a year or more. When the class has finished with one issue, it can move on to others.

Blue Print for Action

A community action group is intended to help students gain a better understanding of their community and actively participate in its overall improvement. A class can affect some of the decisions being made in their community and provide leadership necessary to make and carry out these decisions.

Regardless of the issue a class chooses for a community activity, there are certain basic steps to follow for organizing a class project:

I. Determine Needs

The first and maybe the most important step is to determine the real needs and problems in a particular community. Ask the class to list what they see as the major problems and concerns in their community. The class should also ask others (i.e., parents, local officials, civic leaders, other youth, ministers, etc.) to add to the list of needs.

A major section of the curriculum is devoted to understanding and analyzing public issues. This section explains how issues affect communities and discusses a series of problems which can particularly impact an adolescent. The issues discussed in detail include alcohol and substance abuse, peer pressure, stress, depression, suicide, illiteracy and dropouts, and human relationships. Each issue section includes factual information about that issue, class exercises and activities to help a class understand that particular problem and a series of suggested community project ideas.

II. Choose a Project

The class should choose an issue or problem from the list of community needs. This can be very difficult because many issues will emerge and each issue will be very important or critical depending on the circumstances. Try to choose an issue which interests the entire group, that there is time to accomplish, that something can be done to correct the problem and the class can experience some degree of success.

III. Get Approval

Students with the teacher's assistance should check with local/county officials to see if any type of permission or permit is needed to proceed with the project. Students should also check with city/town officials and police or other law enforcement people if the project will draw a crowd, involve streets or

highways, or any unusual activity. If appropriate ask permission of land owners or business people.

IV. Check Resources

A class should be aware that outside resources are available and can be used to get a community project implemented. Besides the resources/expertise each student has, try to involve or network with others in order to make the community effort more lasting and have a greater impact. A class can turn to civic clubs, local businesses, churches, medical associations, law enforcement agencies or other youth organizations in order to seek support and resources.

V. Develop a Plan

The class should set specific goals and determine a plan of action. This is done by outlining the steps to carry out the project and determining which class members will do what. Every student should be assigned a specific job with certain responsibilities. A time table is also developed with starting dates and when certain activities are suppose to take place.

VI. Work the Plan

The class project should be carried out with total group involvement. After the project is implemented students should remember to stop, look, listen and make changes when appropriate.

VII. Evaluate

Keeping track of what happens during the life of a community project is essential in determining the success of that project. The teacher can encourage discussion among students as they determine if project goals were reached and objectives accomplished.

Class Developments

A variety of OCYE projects have been carried out in Oklahoma. One class surveyed other teens and adults and decided to address the issue of drinking and driving. After studying the many facets of alcohol abuse and contacting law enforcement agencies, this class developed a 15-minute skit. The skit took a lot of time and effort to develop. The class divided the responsibilities of researching statistics on teenage alcohol abuse, writing a script, making props and producing the final product. The skit involved the entire class as each member had a chance to participate at different levels. To date this skit has been presented at several neighboring schools, civic organizations and youth groups.

Another class sponsored a public debate on a controversial local highway toll issue. The class first researched community awareness of the toll issue and talked with many local and state transportation officials. From the interviewing process the class determined that a public debate was needed. A date

was set and key citizens were asked to participate. The debate was quite a success as it allowed the community to compare both sides of this controversial issue.

Several school classes have sponsored programs on substance abuse for the entire school as well as the elementary grades. These school programs not only allowed students to learn about substance abuse issues but they had an opportunity to participate in a poster contest.

The previously mentioned activities are a few examples of OCYE class projects. The OCYE curriculum is an excellent tool to help home economics teachers direct in-class discussions, provide relevant issue based exercises and have students participate in experiential learning activities. The curriculum has been used for classroom exploration of other issues affecting teens and to help students practice decision making skill.

A Challenge for Home Economics

Home economics teachers have a unique leadership role in addressing issues and concerns which affect students, families, schools, communities and the larger society. Social forces are influencing the types of challenges young people are experiencing as they critically evaluate their choices. Students with the guidance of home economics teachers and the "Free To Face The Future" curriculum guide can move in new directions as they bridge the gap between conceptual obstacles and the reality of community issues.

Becoming involved in a community concern that has a personal implications and ramifications on students can instill in a class feelings of achievement, success and personal worth. Over time students will be proud of their accomplishments, assume more responsibility, tolerate frustration, approach new challenges with enthusiasm and develop a high level of self-esteem (Erikson, 1983).

Oklahoma County Extension Home Economists and 4-H are working with schools to implement the "Free To Face The Future" materials. Since these materials were developed, several school districts have implemented this program. The future looks bright as extension professionals, home economics teachers and students focus on new approaches in making the community the classroom.

References

- Cantril, H. (1964). A fresh look at the human design. *Journal of Individual Psychology*, 20, 129-136.

(Continued on page 152.)

Curriculum Determinants or Confusing Deterrents?

Kendra L. Vance

Project Assistant

and

Julie M. Johnson

Associate Professor

Department of Consumer

Sciences and Education

College of Home Economics

University of Nebraska

Lincoln, NE



Dixie J. Torres

Home Economics Teacher

Adams High School

Adams, NE



With emphasis on improving our schools during the 1980s, home economics curriculum, like others, has come under scrutiny to see what changes might be made to help students grow and learn to lead productive lives. Laster (1986) identified questions that should be answered when designing curriculum: What subject matter should be taught? What learning processes should be included? What curriculum design should be used? What should be the goals or valued ends? What mode(s) of thinking should be inherent in the design?

Who should say what home economics curriculum should include? Martin, Saif, and Thiel (1987) reported that at least two-thirds of the curriculum developers responding to a national survey thought administrators, parents, community representatives, and teachers should be involved in curriculum development.

Typically, needs assessments are conducted for specific vocational areas to determine what various groups think should be included within curriculum. Using the needs assessment model, a need is identified as a gap or discrepancy between a future desired condition and the existing condition. After determin-

ing the future desired condition and the existing condition, curriculum development can occur to address the identified need(s). This paper cites numerous studies that have been conducted in the most recent decade, and identifies philosophies about curriculum that should impact today's curriculum decisions.

Needs of people within a society are continually changing. Smith, Krouse, and Atkinson (1961) identified needs of secondary school age youth. Those related to vocational home economics curriculum included: 1) the need to develop salable skills and attitudes, 2) the need to understand the significance of the family and the conditions important for a successful family life, and 3) the need to know how to purchase and use goods and services intelligently, by understanding the consequences of one's actions. More recently, Keitz (1987) identified process skills such as oral and written communication, problem solving, decision making, critical thinking, human relations skills, personal skills, and societal skills as necessary to lead a productive life.

Studies conducted during the 1980's focused on the groups Martin et al. (1987) identified as considerations for curriculum development. Brink (1984) thought that legislators, policy makers, and concerned officials should also be consulted when planning so that a broad spectrum of societal issues would be considered. In this study legislators indicated their perceptions of the appropriateness of thirteen concepts in subject matter areas for a personal and family living program. Using overall conceptual means to indicate appropriateness, concepts were ordered as follows:

- 1) Feeding the family nutritiously
- 2) Managing money, time, and human resources
- 3) Skill in making decisions
- 4) Personal, family, and community health
- 5) Preparing both men and women for family and work roles
- 6) The needs of elderly family members
- 7) The family in relation to the world of work
- 8) Dealing with family crisis such as divorce, family violence, and alcoholism
- 9) Child rearing and parenting
- 10) Dealing with public policy issues that affect the family
- 11) Getting along with other people

- 12) Preparation for marriage
- 13) Sexual development and adjustment as a family member.

The legislators' ratings seem to mirror their world of laws and public policies that address societal concerns--nutrition, management of resources, decision making, health, care of the elderly, and rights and responsibilities of workers.

Members of local boards of education have indicated that they perceive family financial resource management, family life and relationships, and how to be a good parent to be of greatest value in a home economics program, with expansion needed in the areas of occupational education, consumer education, and parenthood (Markussen, 1987). Hughes, Kister, and Smith (1985) suggested that occupational skills would increase self-esteem, positive attitudes towards work, safe work habits, job seeking, and interpersonal skills.

Parent opinions, perceptions, and attitudes should not be overlooked during curriculum planning. Nichols, Kennedy, and Schumm (1983) found that mothers prioritized home economics topics differently for their daughters than for their sons. Parents were also primary respondents in a needs assessment conducted by Johnson (1986) in which economically disadvantaged and non-economically disadvantaged parents were surveyed to determine their perception of the importance of 136 home economics concepts within eight home economics subject matter areas. Although there were minor variations, all parents perceived Basic Employability Skills to be of greatest importance, followed closely by Child Development and Parenting and Management and Other Processes. Clothing and Textiles and Housing and Home Furnishings were perceived to be least important.

Using the same questionnaire format and concepts, Vance's (1987) survey indicated that although teachers emphasize Child Development and Parenting and Management and Other Processes, they place much less emphasis on Basic Employability Skills than parents would like. Completing the cycle which Johnson began in 1986, Torres (1989) asked senior students in high school home economics classes to identify subject matter areas and specific concepts in home economics which they considered to be important. Like teachers, students perceived Child Development and Parenting to be the most important subject matter area. However, students perceived Basic Employability Skills to be significantly more important than teachers emphasized. Student perception of the importance of Management and Other Processes was significantly less than parents' and teachers' perceptions of this subject matter area.

What do home economics teachers see as important subject matter to be taught? This could be determined, perhaps, by examining what was actually

being taught in home economics classrooms in the decade of the 80's? Spitze's (1985) observations suggest that Sewing/Clothing, Cooking/Food, Child Development, Family Relations, Consumer Education, Housing, Crafts, Personal Care/Health, Occupations/Career Development, and Art Elements were the areas (from most to least often) being taught. Teachers' responses in Newkirk and Lodl's study (1986) ranked subject matter areas, in descending order of importance, as: Food and Nutrition, Human Development/Family Relations, Textiles and Clothing, and Family Economics/Home Management. Beginning and experienced teachers (Cargin and Williams, 1984) reported the most-to least-frequently taught subjects were: Food and Nutrition, Clothing and Textiles, Family Living, Child Development, Consumer Education, Housing, and Family Finance. More recently, Vance (1987) found teachers to be emphasizing Child Development and Parenting, Management and Other Processes, Family Relationships, Food and Nutrition, and Clothing and Textiles more than Consumer Education, Basic Employability Skills, and Housing and Home Furnishings.

This is, to say the least, an interesting and yet confusing array which, at times, offers contradictory pieces of information and recommendations to consider. How should they decide? Should teachers base their curriculum decisions on student perceptions, parent perceptions, or perceptions of the local school board? Should they also consider emphasizing the concepts that were emphasized by subject matter specialists in college when they were undergraduates? It is no wonder that a teacher may be confused by the myriad of research and opinions on this topic.

These ideas and questions, however, may simply be "confusing deterrents" to the real issue. The question of what concepts to include in one's curriculum may depend on the beliefs and values held by the teacher (Jax, 1986). Perhaps the issue is not the selection of the concepts home economics teachers should teach, but rather the orientation to curriculum used to select those concepts.

Eisner and Vallance (1974) have identified five different orientations to curriculum. These orientations are "ways of thinking", not merely changes in strategies or methods that a teacher may use. Each orientation is constructed by a web of beliefs, values and premises the teacher may hold about the purpose of education, the role of the teacher, and the role of the student in the learning environment. These "ways of thinking" or orientations should influence all the actions taken by the teacher, including the selection of concepts for the curriculum.

One orientation to curriculum is cognitive processing. The main idea in this orientation is to de-

velop "the muscles of the mind". All learning is focused on causing students to become better thinkers. A second orientation, identified by Eisner et al. (1974), is academic rationalism. This orientation argues that the "major function of the school is to foster the intellectual growth of the student in those subject matter areas most worthy of study" (p. 66). Those subject matters are ones associated with a basic and liberal education. This would exclude home economics. A third orientation is personal relevance. This orientation or "way of thinking" emphasizes personal meaning and the development of the individual. Individual values would be supreme. Social reconstruction is a fourth orientation and is aimed at "developing levels of critical consciousness among children and youth so that they become aware of the kinds of ills that society has and become motivated to alleviate them" (p. 76). The emphasis is on what is best for society, not individual values or goals. A final orientation is technology. This is basically a means-to-ends undertaking. The ends or behavioral objectives are identified, and then means are taken to accomplish them.

A teacher's orientation or way of thinking about the overall purpose of education should have a definite impact upon concepts that are chosen for the curriculum. Perhaps the confusion about what to teach would become more clear if the teacher had a well developed idea about his/her beliefs and values related to education. What should the orientation to curriculum be in home economics?

Brown (1986) saw home economics as a field that "we create and re-create socially" (p. 39). Because of this, home economists have an obligation to conceptualize what it could be. She believed dialogue should center on which conceptualization (orientation to curriculum) is more morally defensible than others. In order to determine the nature of home economics curriculum and select the important concepts necessary in this curriculum, home economics teachers must look beyond teaching only traditional subject matter areas of home economics. They must join in the discussion and dialogue about the meaning of home economics and which curriculum orientation should guide curriculum decisions.

For the decade of the 90's, who will make curricular decisions, and what factors will influence content decisions? Linking the individual, the family, technology, and societal and world concerns with a teacher's values, attitudes and beliefs about education is a challenge that is to be met if curriculum is to address current needs and lay the foundation for youth as they shape the 21st century.

References

- Brink, C. (1984). Legislators' perceptions of consumer and homemaking programs' contributions in public education. *Journal of Vocational Home Economics Education*, 2(2), 91-103.
- Brown, M. M. (1986). Home economics: A practical or technical science? In J. F. Laster & R. E. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (Yearbook 6, pp. 39-55). Peoria, IL: Macmillan.
- Cargin, J. B., & Williams, S. K. (1984). Educational perspectives and practices of home economics teachers. *Journal of Vocational Home Economics Education*, 2(2), 3-17.
- Hughes, R. P., Kister, J., & Smith, J. (1985). Redirecting secondary home economics programs. *Journal of Home Economics*, 77(3), 14-17.
- Jax, J. A. (1986). Home economics curriculum frameworks. *Illinois Teacher of Home Economics*, 29, 105-108.
- Home Economics Needs Assessment. (Project Report). Lincoln, NE: University of Nebraska.
- Keitz, R. (1987). Integrating curriculum for tomorrow's students. *Educational Leadership*, 44(4), 68-70.
- Laster, J. F. (1986). Introduction. In J. F. Laster & R. E. Dohner (Eds.), *Vocational home economics curriculum: State of the field* (Yearbook 6, pp. 18-26). Peoria, IL: Macmillan.
- Markussen, P. A. (1987). *Nebraska high school board members' attitudes and perceptions of home economics curriculum*. Unpublished master's thesis, Kearney State College, Kearney, NE.
- Martin, D. S., Saif, P. S., & Thiel, L. (1987). Curriculum development: Who is involved and how? *Educational Leadership*, 44(4), 40-48.
- Newkirk, G., & Lodl, K. (1986). *Importance of home economics concepts taught in secondary school programs*. Unpublished manuscript, University of Nebraska, Lincoln, NE.
- Nichols, C. W., Kennedy, C. E., & Schumm, W. (1983). What home economics programs do mothers want for sons and daughters? *Journal of Home Economics*, 75(1), 28-30.
- Smith, E. W., Krouse, S. W., Jr., & Atkinson M. M. (1961). *The educators' encyclopedia*. Englewood Cliff, NJ: Prentice-Hall.
- Spitze, H. T. (1985). Observations in forty high schools: Is our nation at risk? *Journal of Home Economics*, 77(3), 7-11.

(Continued on page 139.)

What Do They Have That I Don't Have?

Betty B. Aultman
State Supervisor
Home Economics Education
Mississippi Department of
Education



The qualities of good teachers can be measured in terms of the competencies they demonstrate in effective teaching. Classroom teachers serve as role models and possibly as mentors for the students with whom they work. Realistically, teachers are ordinary persons, but it is difficult to separate their personal lives from their professional role. Their personal lives have much to do with their success as teachers. Whether in a classroom situation or in a leadership organization, the teachers are the leaders/supporters and set the image.

One of the major competencies of good teachers are effective skills in human relationships. Effective teachers must know how to work effectively with students, their parents, members of the school administration, staff, and the community. Effective teachers have a sense of humor, a genuine smile, and maintain a positive attitude. Effective teachers are also cognizant of the fact that students are people with special strengths and weakness, who have the potential for human growth if given consistent love and understanding.

Up-to-date knowledge in methods and materials of instruction in the subject area is the second important competence of good teachers. Effective teachers must not only have a thorough knowledge of the subject they teach, but should also possess skills to work harmoniously with all students to help them understand and appreciate the subject. Effective teachers must know how material in the subject fits into today's world and into the projections for the 21st century.

Effective teachers use a variety of evaluation techniques that strengthen student learning abilities, enabling them to reach their fullest potential through positive reinforcement at all learning levels. Effective teachers are forever a student and strives to maintain current knowledge in the

subject by attending meetings and seminars and reading current literature related to the subject. They continue to develop new techniques and strategies to cope with the ever changing trends and technologies in today's world.

Effective teachers are dedicated to professional improvement. Since teachers share so prominently in the development of the curriculum, they should take an active part in acquiring solutions to curriculum problems. Effective teachers understand the total curriculum of the school and how the goals and objectives of the district relate to the goals and objectives of the state educational system. They know it is important to incorporate the philosophy of general education into the goals and objectives of each subject area. Effective teachers use the required state curriculum structure, if one exists, to enhance these goals and objectives to meet the needs and interests of each student.

Finally, effective teachers are aware of community problems and resources through actively participating in various community activities. Effective teachers know that one of their most important roles is to help young people grow into mature adults, who are responsible for their own actions, and who become contributing members of our society. They serve as a living role model through their own involvement and leadership in their community.

When a teacher asks, "What do they have that I don't have," the question may not be "What do they have that I don't have; but, "How do they effectively use their knowledge and available resources?" Effective teachers meet the challenge to use time effectively, maintain enthusiasm, retain a positive attitude, keep a sense of humor, stays current, and set an example for their students to emulate. Effective teachers are cognizant of the needs, interests, and abilities of each student and are creative in the use of classroom teaching activities. Teaching effectively in the 21st century will require not only patience, timeless energy, dedication, and a sense of humor, but also a knowledge of techniques in stress and resource management.

The "best teacher" may not be the winner of awards. Teachers can be winners because of self-knowledge and the ability to motivate students to excel to their optimal potential. •••

Do First Impressions Last Forever in Classroom Settings?

Usha Chowdhary
University of Missouri
Columbia, MO



Several changes have taken place around the world. The Berlin Wall is demolished. Germans are hoping to have a unified Germany. Russia is moving away from its conservative approach to exercise all the rules of communism. The world community is transforming into a global village. Should Americans be perceptive to the changes occurring globally? Should they take time to understand the life styles of other people around them? The reason for learning about others is that the United States is a country of immigrants, some of whom came hundreds of years ago and some are entering now. It is a melting pot. The data indicate that by the year 2050, the ratio of Caucasians and other immigrants will be fifty percent each. Forty percent of the nation's students will be minorities and ninety-five percent of the teachers will be white (Watkins, 1989). To better prepare the future citizens of the nation, it would be wise to advise them to be open-minded so that they can take advantage of the opportunities available for them world-wide. There can not be a better place to study and implement this change than the classroom. Stereotypical views and limited knowledge about others can damage the social fabric of any nation (Arluke and Levin, 1989).

Arluke and Levin (1989) identified stereotypes as culturally shared negative images that are used to justify unequal treatment exercised against minority groups. The stereotyping is a labeling process that affects social interaction and perceptions of self and others. In a broader context, the issue regarding poor communication skills of foreign-born teachers is one of the issues that could be addressed to dispel some of the myths regarding them. Do students' perceptions of their foreign-born teachers change over a period of time? Or do first impressions last forever?

Considerable research has been done on the power of sex, clothing, stereotyping, and stigmas in

influencing people's perceptions in general and students' perceptions in specific. A majority of the prior work used slides, line drawings (with or without face), or single encounter perception, except Chowdhary (1988) who used a process approach in well controlled naturalistic conditions for an extended period of time. The assumption in Chowdhary's (1988) research was that repeated appearances in naturalistic conditions sensitize the individual to the situation, reinforce the stereotypes attached to unfamiliar cues and help the perceiver to a more accurate interpretation of symbols in a given context than is possible in single encounters or one-shot slides or line drawings. Chowdhary (1988) also reported that a shift from unfamiliar to familiar dress cues improved students' perceptions of teaching when course syllabus, room, text, assignment and manner of presentation were controlled. The reported work is an extension of Chowdhary's (1988) project. However, a review of other literature is reported to provide the rationale for the reported study.

Watkins (1989) reported the need for teachers to learn about other cultures and fears that in the absence of any action the cultural diversity of the 21st century could affect communication between and among groups. Byrne and Clore (1970) and Byrne and Nelson (1965) reported that individuals are attached to those who have similar views. Interactions with such individuals are rewarding because they reinforce and support an individual's personal views. Bickman (1974) and Buckley (1983) are also proponents of this opinion. Hoffman and Kremer (1980) found that a significant relationship existed between student/teacher attitudes and students' ratings. In contrast, Tollefson, Chen, and Kleinsasser (1989) found that student-teacher attitude similarity accounted for a small proportion of variance ratings when teacher-generated variance was separated from student-generated variability.

Leone and Robertson (1989) reported that sex-typing is one means of achieving social control. Kumar (1989) found that people use stereotypes to attach meanings to people's behavior. In his study, men were given better letters of recommendation than women. Goffman (1963) perceived the use of stigma as a negative force in social interaction. He defined stigma as "an attribute that is discrediting" (p.2). Ray and Lee (1989) asserted that some stigmas

are more discrediting than others. They defined "master stigma" as a "characteristic of an individual that he perceives to have the strongest negative effects on his interactions with others" (pp. 855-856). "Being a foreigner" in their study was perceived to be a "master stigma" by the students from Iran, Taiwan and Venezuela.

'Excellence' was the key word of the 80s (Dickerscheid, 1985) and 'change' is the by-word of the 90s. It is important to study the means that would enhance student interaction and promote learning irrespective of teacher's age, sex, race or nationality. Chowdhary (1988) found that the instructor's attire had an impact on college students' evaluations of their instructor. The students perceived their instructor more positively in Western versus exotic clothing. Reeder and King (1984) reported that the instructor in a skirted suit was considered more capable, trustworthy and organized, whereas the instructor in a dainty feminine dress was perceived to be more approachable. Rosenblatt (1980) found that teachers in fashionable clothing intend to portray a clear organized and controlled manner of teaching. In contrast, the instructor in less fashionable clothing emphasizes group discussion. The issue that thus arises is whether an instructor should change appearance to become a reflection of the stereotypical expectations of students, or allow some time for getting mutually accustomed to each other.

In a close observance of the course evaluations of one instructor from a foreign country, a steady increase was observed in the mean scores in all six categories: overall teacher rating, manner of presentation, course organization, interest and enthusiasm, evaluation and testing, and attitude toward students. These evaluations were for freshman, sophomore, junior and senior level courses in a university setting. Since this observation could be biased because of between-group variations over a period of time, it was deemed important to examine whether students felt that the instructor's performance improved when they took a second or third course with the same instructor. Therefore, the purpose of this research was to investigate if increased interaction with an instructor with a different background from students would increase consonance between the two irrespective of their nationality.

THEORETICAL FRAMEWORK

Blumer's (1969) symbolic interactionism provided the umbrella framework for the study. Symbolic interactionism suggests that people use symbols to interact with other people in any society. However, shared perceptions of the meanings of symbols is an important factor for effective communication (Bickman, 1974, Kaiser, 1985). The theory of "First

Impressions" is embedded in symbolic interactionism and suggests that favorable first impressions result in a positive interaction and arouse the curiosity of an observer to learn more about the perceived (Douty, 1963). However, the lasting nature of first impressions can be attributed to "primacy" and "recency" effects (Coursey, 1973). Some individuals refer back to the first meeting with the perceived (primacy effect) while others retrieve their impressions from the last meeting with the observed person (recency effect). However, these perceptions are largely based on people's past experiences and tendency to draw inferences by grouping their personal and behavioral characteristics (Taguiri, 1969).

Miller (1987), in his information processing model of cognition presents three major cognitive processes: perception, memory and thought. Perception is the process at the sensory level in which stimuli are interpreted based on peoples' past knowledge about the stimuli registered by the individual's senses. The perception process can occur by pattern recognition and/or selective attention. Memory represents, organizes and retrieves the information. Individual differences exist with regard to their memory. In representation, memory uses both verbal (analytic) and visual (analogue) codes. Miller (1987) believes that the use of both provides more holistic information. Organization revolves around three memory systems: episodic, semantic and procedural. Of these three he singled out the semantic memory that is organized in the form of conceptual frameworks. He also reported the complexity in terms of differentiation (distinction between different parts of people's thinking), and integration (linking differing units). Retrieval is defined as a search process that activates concept nodes and brings them to the conscious level of the perceiver. Thought refers to the use by an individual of acquired or stored information in conjunction with the current information. Individuals use three types of inductive reasoning: classification (learning and acquisition of conceptual categories), analogical reasoning (encoding, inferring, mapping and applying), and judgment (treating both negative and positive information impartially to reach an optimal decision). Miller (1987) contends that his integrated model of cognitive styles considers individual differences at every level.

Others have suggested that people use several antecedental processes before assigning meanings to symbols and drawing inferences about activities or objects. Some of these processes include stereotyping (Coursey, 1973; Douty, 1963), deference (Fortenberry, MacLean, Morris & O'Connell, 1971), attraction toward similarity (Bickman, 1974; Buckley, 1983; Buckley & Roach, 1981, Harris and Baudin, 1973), and cognitive consistency (Kerr & Dell, 1976). Since

accent, teaching style, and/or appearance of foreign-born teachers may not be familiar to students in the Western setting, the attributions based on first impressions may be the result of temporary cognitive inconsistency. However, when the same student takes a second or third course with the same instructor, the foreign-born instructor's accent, style and appearance may not remain as foreign as the first time and the result could be improved cognitive consistency, attraction toward similarity developed due to increased interaction, improved student-teacher interaction, and positive global perception.

METHODOLOGY

The study was conducted at a medium-sized state university, with predominantly white students. Approximately, one hundred students who have had one instructor (foreign-born) for two or more courses between December 1988 and April 1990 were invited to participate in the research. Fifty-four (mostly female) participated in the study. The students were asked to give a process rating (a range of scores from what they thought when they took their first course with the instructor to the last course they were taking with the instructor) on six aspects of the instructor's teaching: overall teacher rating, manner of presentation, course organization, evaluation and testing, interest and enthusiasm and attitude toward students. The scale read 1 (Poor), 2 (Below Average), 3 (Average), 4 (Above Average), 5 (Excellent). The same instrument was used successfully by Chowdhary (1988). Students did not write their names on the self-administered one-page questionnaire that was executed in the last two weeks of the Fall 1988, Winter 1989, Fall 1989 and Winter 1990 semesters. Anonymity and confidentiality of students' responses was guaranteed. A majority of the participating students in the study were from the College of Human Environmental Sciences. Paired t-tests and one-way ANOVA (Analysis of Variance) were used to analyze the data.

RESULTS AND DISCUSSION

The paired t-test analysis indicated that the group's mean scores improved for all six categories (Table 1). However, the differences were significant for the overall teacher rating ($p < .0001$), interest and enthusiasm ($p < .003$), manner of presentation ($p < .01$), and course organization ($p < .05$).

The findings from one-way ANOVA of courses by the six factors used to determine teaching effectiveness indicated that only "overall teacher rating" was rated higher by those who took two versus three courses with the instructor (Table 2).

The results reflect that an increased exposure to new instructors with a different background from the students may reduce students' anxiety and improve

student-teacher interaction. Both groups become more accustomed to each other and the communication gap is reduced. However, it was interesting to note that increases were significant for four of the six categories (overall teacher rating, manner of presentation, course organization, and interest and enthusiasm) when the rating between the first and the last course were considered. However when ratings were compared between those who took two versus three courses with the same instructor, significant differences were observed only in one of the six categories (overall teacher rating). This observation may be attributed to the fact that with increased exposure exotic background becomes less of a barrier because students get used to the accent, appearance and style. However, it would be interesting to examine how much students' ratings would change if they took a fourth or fifth course with the same instructor, or if the ratings would get stabilized after taking a certain number of courses with an instructor irrespective of their backgrounds.

The findings can be explained on the basis of the existing literature on impression formation. Douthett (1963) reported that favorable first impressions motivate the perceiver to seek more information about the perceived. Taguiri (1969) noted that individuals make inferences regarding the stimulus largely by drawing information from their past experiences and grouping their personal and behavioral characteristics. If people are unaware of the personal and behavioral traits of people with different backgrounds, they would not know how to interpret cues which are new to them. Therefore, they may withdraw believing that the other person does not understand them and they do not understand the person with a different background from theirs. This interpretation relates to Miller's (1987) contention that individuals use three cognitive processes in information processing (perception, memory and thought). If the students have had no prior experience with foreign-born instructors, they would interpret their behavior based on perception alone because nothing would register to the level of consciousness from the memory. It would be hard for them to integrate stored and new information for there is nothing available to compare it with. Consequently, opinions would be based on one of the three feasible options available to them. However, with an increase in the number of encounters, students' new experience will become registered in their memory and can facilitate them to integrate stored information with the new information based on their personal experiences. However, Miller's recommendation of individual differences at every level of cognitive processes should not be ignored while interpreting results.

Arluke and Levin (1989) noted stereotypes as culturally shared negative images that are used to jus-

tify unequal treatment exercised against minority groups. These processes of labeling (stereotyping or use of stigmas) people have been reported to be used extensively in social interaction by several researchers (Chowdhary, 1988; Coursey, 1973; Douty, 1963; Goffman, 1963; Kumar, 1989; Ray and Lee, 1989). Whether students use stigmas or stereotyping, their interpretation of strangers' behavior could be biased. Increased exposure could either reduce the effect of stereotypes (as was the case in the reported study) or reinforce their belief(s) regarding the stereotype under question. The author believes that increased interaction with students by course with an instructor who has a different background from students better familiarizes both groups with each other. Thus, cognitive incongruence is reduced and consonance increases based on the theory of similarity attracts.

The findings have implications for higher education, where a majority of the teaching instructors in some disciplines are foreign born. However, getting native students more interested in learning about other cultures than is done now can contribute toward reducing their anxiety. If "change" is the byword of the 90s, why not use it in classrooms to the advantage of both students and instructors. Repeating this experiment with foreign-born instructors in hard science courses such as math, computer science, chemistry, etc., will improve generalizability of this effort. Also, repeating the same experiment with American natives will add a new dimension to determine whether the stamp of being a foreigner is the major contributor to the reported variations or whether it is a normal process of evolution for all teachers irrespective of their background. The program in which this experiment was conducted does not attract many male students. Therefore, extending this effort to greater representation of male students is also warranted.

Selected References

- Arluke, A. & Levin, J. (1989). Another stereotype: Old age as a second childhood. In Harold Cox (Ed.), *Aging*. Guilford, Connecticut: The Dushkin Publishing Group. 73-77.
- Bickman, L. (1974). The social power of uniform. *Journal of Applied Social Psychology*, 4, 47-61.
- Blumer, G. H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice Hall.
- Buckley, H. M. (1983). Attraction toward a stranger as a linear function of similarity in dress. *Home Economics Research Journal*, 12, 25-34.
- Buckley, H. M. & Roach, M.E. (1981). Attraction as a function of attitudes and dress. *Home Economics Research Journal*, 10, 88-97.
- Byrne, D. & Clore, G. L. (1970). A reinforcement model of evaluative responses. *Personality: An International Journal*, 1, 103-128.
- Byrne, D. & Nelson, D. (1965). Attractiveness as a linear function of proportion of positive reinforcements. *Journal of Personality and Social Psychology*, 1, 659-663.
- Chowdhary, U. (1988). Instructor's attire as a biasing factor in students' ratings of an instructor. *Clothing and Textiles Research Journal*, 6, 17-22.
- Coursey, R.D. (1973). Clothes do make the man, in the eye of the beholder. *Perceptual and Motor Skills*, 36, 1259-1264.
- Dickerscheid, J. D. (1985). Excellence: The code word of the 80s. *Journal of Phi Upsilon Omicron*, 66, 7-10.
- Douty, H.I. (1963). Influence of clothing on perception of persons. *Journal of Home Economics*, 55, 197-202.
- Fortenberry, J.H., MacLean, J., Morris, P. & O'Connell, M. (1978). Mode of dress as a perceptual cue to deference. *The Journal of Social Psychology*, 104, 139-140.
- Goffman, E. (1963). *Stigma*. Englewood Cliffs, NJ: Prentice Hall.
- Harris, M.B. & Baudin, H. (1973). The language of altruism: The effects of language on dress and ethnic group. *The Journal of Social Psychology*, 91, 37-41.
- Hoffman, F.E. & Kremer, L. (1980). Attitudes toward higher education and course evaluation. *Journal of Educational Psychology*, 72, 610-617.
- Kaiser, S. B. (1990). *The social psychology of clothing*. New York: MacMillan Publishing Company.
- Kerr, B.A. & Dell, D.M. (1976). Perceived interviewer expertness and attractiveness: Effects of interviewer's behavior on attire and interview setting. *Perceptual and Motor Skills*, 52, 843-852.
- Kumar, P. (1989). The evaluation of unexpected behavior. *The Journal of Social Psychology*, 129, 121-122.
- Leone, C. & Robertson, K. (1989). Some effects of sex-linked clothing and gender schema on the stereotyping of infants. *The Journal of Social Psychology*, 122, 609-619.
- Miller, A. (1987). Cognitive styles: An integrated model. *Educational Psychology*, 1, 251-268.
- Ray, M.C. & Lee, M. Y. (1989). Effects of stigmas on intergroup relationships. *The Journal of Social Psychology*, 129, 855-857.

- Reeder, E.N. & King, A. C. (1984). Are teachers dressing for success? *Illinois Teacher* May/June, 212-213.
- Rosenblatt, S. (1980). The relationship of clothing to perceived teaching styles. *College Student Journal*, 14, 230-236.
- Tollefson, N., Chen, J.S., Kleinsasser, A. (1989). The relationship of students' attitudes about effective

teaching to students' ratings of effective teaching. *Educational and Psychological Measurement*, 49, 529-536.

- Watkins, B. T. (1989) Colleges urged to train future school teachers to deal with expected influx of immigrants. *The Chronicle of Higher Education*, December 13, 36, A41-A42.

Table 1 Paired t-tests between mean ratings for first versus last course for six teaching effectiveness variables.

Teaching effectiveness variable	Mean (T1) First course n=54	Mean (T2) Last course n=54	t-value
Overall teacher rating	3.5	4.0	-4.2****
Manner of presentation	3.5	3.8	-3.0**
Course organization	3.9	4.1	-2.4*
Evaluation and testing	3.7	3.8	-1.8
Interest and enthusiasm	4.3	4.6	-3.2**
Attitude toward students	4.4	4.5	-1.2

**** $p < .0001$

** $p < .01$

* $p < .05$

1=poor 2=below average 3=average 4=above average 5=excellent

Table 2 ANOVA showing courses by six teaching effectiveness variables (significant results only). n=54

Teaching Effectiveness Variables	Sum of Squares	Degree of Freedom	Mean Square	R-Ratio
Overall teacher rating				
Between groups	3.4	2	1.7	4.3*
Within groups	19.4	49	0.4	
Total	22.8	51		

* $p < .05$

...

Voluntary Simplicity: A Life Style to Be Lived and Taught

Ruth Pestle, Director
Center for Family Services
Florida State University
Tallahassee, FL



The question of whether we live in a fragile environment or not used to be debatable. However, politicians have agreed on the matter lately. Scientists report that the hole in the ozone layer over Antarctica increases in size each spring. We dump garbage into rivers and oceans, only to be upset later at the levels of mercury found in fish or the contamination found in drinking water. The press reports negatively upon oil spills which destroy generations of wildlife and their breeding grounds.

We now agree that nations artificially have divided the world which is actually very interdependent environmentally. For example, nations in eastern Europe depend on western countries for food because the level of development of their agriculture does not provide enough food. Within a huge country like the USA, when record cold temperatures hit New England in December of 1989, oil prices rose dramatically due to its short supply.

In trying to determine how I became focused on a voluntarily simple life style—I recall my Vermont heritage. My dad was a farmer and a science teacher. As children, we heard about the interdependence of weather, soil, fertilizer, light and luck which might mean something like how deep the Vermont frost penetrated in winter killing roots. We posted NO HUNTING signs in our fields to prevent deer from being hunted on them. When dusting the house, any creatures such as daddy-long-legs or spiders which I found, had to be transported outside alive on the dust rag so the creature could eat things there and be helpful to us. I recall dad watching electrical repair crews cut limbs from our maple and black cedar trees where they touched power lines to be sure the least possible limbs were cut. Looking back, these many small, everyday parts of life illustrate how he felt about disturbing nature versus promoting it. The use of a compost pile, braided rugs

from winter garments, and canned goods are other examples. Dad also read the *National Geographic* aloud to us in the days before television. He put its maps on our living room wall and connected places mentioned in the news to continents and oceans. My parents encouraged my love of travel. I travelled to Europe as a work camper with the World Council of Churches and I travelled as a Quaker on a world study tour. It thus became easy for me to understand the relativeness of poverty and richness, erosion and fertility, war and peace from first hand observations.

When asked what I am doing to practice this life style, the answers are "walk to church; ride city buses on days when I do not have an 8:00 a.m. class to teach; set the summer thermostat at 80 degrees and carry an oscillating fan to the room where I need to work; set the winter thermostat at 63 degrees and wear layers; recycle and use a compost pile; set the water heater to be on two hours per day; copy materials on back of paper; grow tomatoes, peppers and onions; pick and freeze fruits; line dry clothes; eat mostly incomplete proteins; and wash dishes by hand." My income affords me a dishwasher, clothes dryer, etc., but as a single person I am able to carry out some practices which may not be as feasible for other types of families. Each person must make there own choices.

I have been referred to in many ways. For example, "damned yankee, futurist, old-fashioned, on the cutting edge." Whatever I am, I know that as a home economist I have the option to allow man and other life forms a happy co-existence. I can help to maintain a global perspective on maintaining the earth's resources. I can link, generationally and globally now with like-minded persons.

Teaching home economics students to see how the family can contribute to environmental protection may require some major curriculum changes. Students tend to focus on "me" and "now" rather than "them" and the "future." Yet taking a long range perspective is needed.

One approach is through hands-on experience, and recycling is a concept that lends itself to that. Examples of hands-on experiences are: sorting school or family waste into paper, glass and aluminum, for recycling plus a photo session at the city dump or

(Continued on page 139.)

Nutritional Recommendation Should Promote Sustainability

Robert J. Reber
Extension Specialist in Nutrition
School of Human Resources & Family Studies
University of Illinois, Urbana-Champaign, IL

Permission to reprint granted from the Agroecology Program, College of Agriculture, University of Illinois at Urbana-Champaign.

As we move toward sustainability as a major societal goal, a more holistic approach will be required of every discipline. Linkages between wide ranging disciplines - from economics to ecology to ethics must be explored and understood. Nutrition is no exception. Nutritionists must consider how their discipline is connected to the whole.

Nutrition is a central theme of the biological world. All species interact and interrelate in one humming biota of competitive and cooperative relationships (Leopold, 1987), many of which are prey or predatory in nature. This interwoven, interlocking web of lifeforms is essential for the orderly flow of nutrients and energy from soil, water, air and sun up through the land pyramid to the top predator, man.

The more diversity that exists in this feeding web, the more options that are open for this continuous flow of sustenance and the more stable the system becomes. In a system composed of fewer species, chaotic, catastrophic events such as extinction or disease that wipe out or greatly reduce numbers of a particular species can spell disaster.

Any process or event that disrupts or constrains this flow of nutrients and energy becomes a nutrition problem. In this sense, soil erosion becomes a more profound, basic problem than does obesity or iron deficiency anemia. Nutritionists ought to promote practices that protect the integrity, stability and beauty of this land community (soil, water, air, all biologic species). Sustaining this land community becomes paramount. Certainly nutritionists cannot divorce themselves from the natural environment nor the food production systems that provide sustenance. Thus nutritionists ought to take the broad view of their discipline when making recommendations because so many varied factors influence the availability and safety of our food supply.

Traditionally, nutritionists have based recommendations on the nutrient content of foods. Additionally, cost and safety considerations have influenced recommendations. Advice based on such a narrow view is inadequate. Food choices should be made not merely in terms of their health and economic impacts on the individual but also in terms of their impact on the long-term stability of the food system (Gussow, and Clancy, 1986). Nutritional recommendations that are designed to meet health goals but that contribute to the demise of our long-term food production capacity are self-defeating. Nutritional recommendations must take into account the natural environment upon which food production depends. Food production systems that waste soil, waste people. Systems that squander energy, limit future options. Systems that pollute, compromise health.

Two key concepts that have been woven into nutritional recommendations are variety and moderation. These concepts are certainly in tune with sustainable agricultural systems, but they may not go far enough. Diversity is a key concept for both the nutritional and agricultural facets of sustainability. Diverse agroecosystems are more stable and resilient—both ecologically and economically. Diverse diets better meet the nutrient needs of individuals. That means that recommending a varied diet can support diverse agroecosystems.

Growing just a few crops that possess narrow genetic bases is a suspect economic, ecologic and nutritional strategy. But that has been the trend worldwide. Fewer and fewer species are being relied upon to feed the world. Thirty species provide most of the world's food supply with just four species (wheat, rice, corn, potatoes) contributing the largest share (Harlan, 1976). Genetic diversity within a species also has been decreasing. While the number of individual food items available in supermarkets is increasing, this is not the result of additional species being used as food sources. Rather, the increased items available are the result of increased fabrication of the same crop species. Thus, when recommending a variety of foods, a true variety of species must be emphasized for nutritional well-being as well as sustainable agricultural systems.

The question of how and from where we obtain a wide variety of foods to meet nutritional needs is not

easily answered. Generally speaking, the purchase of foods grown locally or in one's own bioregion has been recommended in support of sustainable systems. There are many persuasive reasons for this thinking. Energy requirements to transport foods long distances is a major concern. Overall, our present food production systems are very inefficient when judged on an energy in/energy out criteria. On the average, for every calorie that comes to the table, ten have to be expended (Gussow and Clancy, 1986). Some transportation energy expenditures are substantial. The calculated cost of flying one five-calorie strawberry from California to New York is 435 calories. (Pimental and Pimental, 1979). Nutritionists should consider these trade-offs when recommending out-of-season produce as a way of consuming a variety of foods. Support of local economies is another reason often given for buying food produced locally or in one's own bioregion. Certainly practices that sustain local rural communities and support self-sufficiency are to be promoted. Creating a demand for a variety of locally grown foodstuffs has additional positive impact beyond energy savings and promoting one's own local economy. Such demand encourages the development of more diverse agroecosystems whose ecologic, economic and nutritional advantages have been discussed elsewhere.

Obviously, there are some constraints on consuming locally grown foods. Climatic conditions and soil types put constraints on what can be grown which can limit overall variety and seasonal availability. Additionally, soils in some regions may have either excesses or deficiencies of required elements which are reflected in the foods grown on them. Iodine deficient soils and high selenium soils are cases in point. Eating foods grown in different bioregions usually compensate for these kinds of problems. Model sustainable systems that promote the consumption of locally grown foods will have to consider potential nutritional problems caused by the lack of or excess of certain trace elements in the soil.

Consuming foreign produced food is often discouraged by proponents of sustainability. The most obvious detriment is the high energy expenditures needed for transportation. Also, pesticide use in foreign countries is often less stringently regulated resulting not only in greater residue problems in food, but also in more negative environmental impacts at the production sites. In some developing countries, food is produced with blatant disregard for the natural environment and people indigenous to the area. The destruction of Brazilian rain forests to establish grasslands on which "fast-food" beef is grown is a recent, highly visible example. Such practices have led to boycott pleas from environmental groups. Another less obvious negative effect of purchasing for-

eign grown food is often pointed out. Rich nations, such as the United States, can effectively outbid the citizens of developing countries for their own natural resources, thus crippling efforts toward self-sufficiency and sustainability (Oxfam America, 1984). Frequently, crops grown for export are specialty, luxury items, such as coffee, tea, spices, etc., that occupy lands required to produce staples needed for native populations. And land barons often reap the profit from sales, not the local residents. Indeed, land reform is often cited as a key prerequisite for sustainability in many developing countries.

Excluding meat from the diet is often recommended on an ethical/philosophical basis, as well as a way to promote wise use of resources. Such reasoning has resulted in various degrees of vegetarianism from lacto-ovo vegetarianism to strict veganism. While excessive feeding of grain to livestock can be criticized from an energy-efficiency standpoint and because it can divert grain away from human consumption (Lappe', 1975), such criticism ignores the multiple options livestock offer in increasing agroecosystem diversity as well as other positive environmental and nutritional outcomes. Ruminants and forages integrate well into sustainable systems.

Properly managed ruminant-forage systems are among the most ecologically sound food production systems available (Hopkins and Thomas, 1984). Forages offer protection from wind and water erosion. Forages used as a part of crop rotation schemes break up pest life cycles and decrease dependence on pesticides. Legumes that fix atmospheric nitrogen and livestock manures increase the fertility, organic matter content and water-holding capacity of soils. Thus, the need to purchase commercial fertilizer is lessened. Of course the key is proper management. As mentioned earlier, unwise use (e.g., rain forest destruction, overgrazing) can be ecologically devastating.

Ruminant-forage systems can produce nutrient-dense human food from nonhuman feedstuffs especially for inhabitants of developing countries. These systems can take atmospheric nitrogen and incorporate it into a very high quality protein, improve the bioavailability of trace elements and take the energy locked in crude fiber and make it available to humans (Reber, 1987). Concern over the saturated fat and cholesterol content of animal-source foods must be considered. There is little doubt that a prudent diet is in order for persons at significant risk of coronary heart disease. However, lean meat in moderation can be a significant part of most diets. The approach advocated by the Committee on Technological Options to Improve the Attributes of Animal Products (NAS-NRC) should be given serious consideration. They have suggested methods of reducing the total fat in meat and modifying fatty

acid composition through various breeding, feeding, marketing and processing strategies (National Research Council, 1988). Certainly, nutritional recommendations that include the moderate use of lean meat are consistent with agricultural as well as global sustainability.

Another concern that is often voiced when considering nutritional sustainability is the level of processing and packaging of foods. It has been suggested that consumers should be instructed to select minimally processed and minimally packaged foods (Knorr and Clancy, 1984). There are persuasive reasons for this view. As processing and packaging increase, energy expenditures also increase. Packaging contributes to the problem of solid-waste disposal. Also, processing may sacrifice some nutritional value. However, some level of processing is necessary to extend the food supply beyond the growing season, to make foods available to consumers who have limited storage options and to render foods safe and wholesome. A balance must be struck between the competing viewpoints.

If sustainable food systems are to succeed, support by rank and file consumers will be required. Increased interest in environmental issues should lead to increased interest in the sustainability concept. Meaningful public support can come through at least two routes. The public can demand and/or support government policy that encourages sustainability. In addition, the votes cast at the cash register are extremely important. Nutritionists' recommendations can do much to encourage appropriate food-dollar votes. Thus, nutritionists ought to consider sustainability issues along with nutritional value when making recommendations. Protecting the health of the land community, and thus its ability to provide sustenance, is a task for all. Nutritionists ought to accept their share of this responsibility.

References

- Gussow, J. D., & Clancy, K. L. (1986). Dietary guidelines for sustainability. *Journal of Nutrition Education*, 18(1)
- Harlan, J. (1976). The plants and animals that nourish man. *Scientific American*. 235: 88-7.
- Hopkins, L., & Thomas, G. (1984). The nutritional aspects of animal protein consumption. *Nutrition Today*, 19:1, January-February.
- Knorr, D., & Clancy, K. (1984). Safety aspects of processed foods. In Busch L and Lacy W. (eds.), *Food security in the United States*. Boulder, CO: Westview Press.
- Lappé, F. M. (1975). *Diet for a small planet*. New York: Ballantine Books.
- Leopold, A. (1987). *A Sand County almanac and sketches here and there*. New York: Oxford University Press.
- National Research Council. (1988). *Designing foods-animal product options in the marketplace*. Washington, DC: National Academy Press.
- Oxfam America. (1984). Food exports from the Third World: Senegal - opening the road to hunger. Facts for Action 11.
- Pimental, D., & Pimental, M. (1979). *Food, energy and society*. New York: John Wiley and Sons.
- Reber, R. J. (1987). The ruminant and human nutrition. *Forage and Grassland Conference Proceedings*. Springfield, Illinois. •••

Conflict Resolution Negotiation Behaviors

A-E-I-O-U- Chart

A stands for ATTACK behaviors
(threatening, criticizing, or challenging).

E stands for EVADE
(ignoring, withdrawing, or postponing).

A and E behaviors take people further away from resolving a conflict and often help to escalate it.

I stands for INFORM
(present feelings, reasons, positions).

O stands for OPEN
(asking questions relating to needs, active listening and summarizing, being nonjudgemental).

U stands for UNITE (establishing common ground, building rapport, proposing solutions).

I-O-U behaviors bring people closer to reaching an agreement.

Developed by Ellen Raider, International Center for Cooperation and Conflict Resolution (ICCCR) at Teacher's College University. Reprinted from *Educator*, Fall 1990, Vol. 4, Number 3, p. 31.

The Parent Connection

Marie A. Allen
Home Economics Teacher
Stanton Middle School
Wilmington, DE



Involving parents/care givers in the education of their children should be a major commitment of any educational program. Project: Taking Charge, an Office of Adolescent Pregnancy Programs; (OAPP) funded project, developed and implemented by the American Home Economics Association (AHEA) is so designed. It is a program in family life education for early adolescents and their parents/care givers. It has a research component that was instituted, during the field testing at three sites in the United States—Delaware, Mississippi, and Ohio.

The main purposes in teaching the curriculum are to increase adolescents' self-esteem and decision-making skills, enabling them to plan for their future roles and to manage peer and media pressures, regarding sexual involvements. Additionally, it attempts to empower parents/care givers to communicate about sexuality, their sexual standards, and provide them with skills in helping their children to realize their vocational aspirations.

With any family life program it is imperative that parents/care givers be involved from the onset. Project: Taking Charge has three parent/youth sessions built into the curriculum, based on two assumptions related to parental roles.

- Parents should be the primary sexuality educators for their adolescents but frequently need a vehicle to open communication and facilitate the sharing of values, attitudes, and knowledge concerning sexuality.
- Adolescents prefer to learn about sexuality from their parents but are uncomfortable to initiate discussions.

With these in mind then, the overall objective of the parent/youth sessions is to increase the skill and comfort levels in communicating with each other. It is necessary for both to be present and to

participate in the experiential activities for the program to have a more acceptable level of success.

PARENT PARTICIPATION

Make it easy for parents/care givers to participate in the programs. It will mean more time away from home in their already very busy lives. Some tips that may help are as follows:

1. Involve them in the planning stage of the program.
2. Include them in your advisory council.
3. Approach the PTA for support and input.
4. Send home a brief survey to find best times and days for sessions; also, problems (ie. transportation, child care, language barriers)
5. Plan for these problems, if at all possible.
6. Provide incentives for parents and teens—money, refreshments, local resources, freebies/hand-outs.
7. Publicize—send reminders home. Use school/agency newsletters. Use phone call follow-ups.
8. Speak to board members, administrators, supervisors, media personnel to get their participation and support.
9. Show that you respect and admire the parents who do attend, for taking the time to participate with their child.

A note can be added here that all the parents who did participate in the Delaware sessions, gave very positive comments and feedback, when asked about the program and their involvement.

PARENT/YOUTH SESSIONS

At the parent/youth sessions, begin by reassuring the parent/care givers. Talk of the normal adolescent as being on an emotional roller coaster. Compliment them for being there; tell them to relax and be patient with their child. You can empower them by giving them information they desire.

Keys to successful sessions include:

- Be prepared for all possibilities!
- Be organized, especially if you are doing it all yourself. Run through your presentation. Your comfort level will be better and, therefore, so will your session.

- Have your meeting rooms reserved a month ahead of time, and check it out ahead of time.
- Have all audio-visual equipment and duplicates of forms ready; make name tags, and displays ahead; have index cards, flip charts, extension cords, coffee pot, etc. readily available.
- Anticipate questions and concerns ahead of time and/or set up a question box for parents and/or teens.
- Have refreshments set up early, or get a colleague or student group to assist.
- Make sure you allow for a break time.
- Allow time for questions/answers, more than once, if possible.
- Make sure you summarize sessions' main points, and again thank them for their involvement.
- Be approachable and sensitive to your group. (If you do not feel comfortable, they won't either.)
- Use outside resource people to help you, especially if it is a subject you are not up-to-date on.

There are three parent/youth sessions designed to work with Project: Taking Charge. This is three parent/youth sessions within a seven week time span, so tell participants all the dates and times in advance. The first session should be from a week before the curriculum is actually implemented to sometime during the first week.

Some examples of the experiential learning that are incorporated into the sessions, and that were very well received are described below.

1. Getting to know each other "ice-breakers"
2. "Reverse question box"—parents and teens write questions on cards (parents one color; teens, a different color). Parents and teens are put in random groups; parents draw and try to answer teens' questions. Teens try to answer adults' questions.
3. "Bridges and Barriers" to good communication—teacher-lead discussion with participants brainstorming; view video suggested; discuss scenes from video in small groups.
4. "Feelings and Facts" questions about human sexuality concerns. (Develop prior to session.)
5. Mini job fair and/or guest speaker on job-related topic.

SUMMARY

Always reemphasize that whatever is being discussed in the sessions, must be supplemented by and reinforced by the parents/care givers at home. Tell the parents to find time for their child or each of their children, maybe on a regular basis special time for walks together; or while going to a game or a practice; lunch together; doing a chore together. They should take time to communicate to help their

child feel an important part of the family; hopefully, increase the teen's self-esteem, and thereby, producing success for all involved in this most important effort. •••

(Continued from page 127.)

Torres, D. J. (1989). *High school home economics students' perceptions of subject matter needs in home economics curriculum*. Unpublished master's thesis, University of Nebraska, Lincoln, NE.

Vance, K. L. (1987). *Home economics teachers' perceptions of what is being taught compared with parents' and agency representatives' perceptions of what should be taught*. Unpublished master's thesis, University of Nebraska, Lincoln, NE. •••

(Continued from page 134.)

landfill. The concept of recycling has always been part of home economics as we taught students to make casseroles and frozen dinners or use older garments for simple, small beginning sewing projects.

If we want students to visualize heat loss around windows which do not close well, we can hang a plastic garment bag there to flutter in the air currents. Pulling a dollar bill out of a closed refrigerator door makes the same point.

The family energy consumption to heat or cool a home is the greatest part of its utility bill. Thus any life style change promoting change in such energy consumption has real impact, be it wearing sweaters in the north or looser fitting clothes in south, planting trees for shade, or renting rooms with windows to open and close for temperature control. At the same time students can learn about the use of wind power in California for generating electricity, as well as solar-thermal plants which convert sunlight into electricity.

Heating water in the home is also a large utility expense. Therefore, when life styles are adjusted to conserve hot water, for example, when all members of the family take showers in sequence rather than at widely different times of day, energy is saved. One home economics teacher simply measured the contents of a bucket held which she had placed under a drippy faucet and reported to the principal each afternoon how much hot water had gone to waste that day.

Students are idealistic. They tend to enjoy being outdoors in the clean air, where water is safe for drinking and swimming. The connection needs to be made in their minds that family life styles contribute to either saving or destroying this pleasant world. Individual actions do count. •••

Instructional Use of Microcomputers: Why We Haven't Gone As Far As We Expected

Maureen E. Kelly
Associate Professor of
Home Economics
and
Molly Longstreth
Assistant Professor
Family and Consumer
Resources
University of Arizona
Tucson, AZ



Molly Longstreth and Maureen Kelly

Karen L. Paris
Fort Leavenworth, KS



The telephone rings. You answer and begin chatting with one of your colleagues about the curriculum project you are working on together. Hold that thought for a minute and answer this question for us: How much do you remember about picking up and using that telephone?

Now, let's try this scenario. In your third hour lesson today, you used a videotaped segment to illustrate the importance of clear communication skills. How much do you remember about using the video cassette recorder?

If you are like most teachers, it is likely that you cannot remember either event, even though you know you used both technologies. That is because of the transparency of the innovation. The concept of "transparency" simply put means the technology used to deliver the message goes unnoticed by the user.

The idea of transparency was first described by Oettinger in 1969. In this early work on computers as an educational innovation, the author maintained that the transparency of the innovation was its most critical attribute.

Initially, computers looked as though they would be a transparent technology. In fact, many saw this innovation as an opportunity to free teach-

ers and students from routine work, allowing them to focus on higher levels of activity and thinking. Yet astute writers have observed the computer movement is at a plateau, largely because of the lack of accessibility of the equipment to teachers (Knupfer, 1988; Dronka, 1985).

While teachers generally prefer to use computers within the confines of their own classroom (Knupfer, 1988), they have been forced to relocate their students to another area of the school to use computers. A survey reported in *Forecast Magazine* showed that twice as many teachers were using computers located in a centralized classroom rather than their own classroom or department (Burkart, Muller, & O'Neill, 1985). Furthermore, in a survey of 225 Wisconsin home economics teachers, Petrich (1987) reported that while 63 percent had computers in the school, only 4 percent had computers in the department.

The lack of adequate funding for software is another problem which has been a major influence in departments in small schools, where teachers lack the support mechanisms to encourage computer use. Bozeman and House (1988) noted that larger schools or districts are likely to have a media specialist to assist teachers in computer purchase, software selection and utilization. Moreover, larger school districts generally draw from a variety of funding sources to purchase computers and support their use.

Our recent survey of southern Arizona home economics teachers illustrates this situation. While 58 percent had access to computers in school, only 20 percent had a computer located in the classroom. While nearly every teacher had funds to buy software, only half of the teachers who had access to computers for instruction either in the school or classroom actually used them.

We believe that the teachers who responded to our survey are like the readers of this publication. Most had taken some work beyond the bachelor's degree and had taught for ten or more years. More than half of the group were high school teachers from urban and rural schools with student enrollments of 1000 or fewer. On average, there were 1.7 teachers per department and they had approximately three preparations per day. Twenty-three percent of this group had computers at home and had used other
(Continued on page 143.)

Reality Testing for a Career in Child Care

Ann K. Mullis
Institute for Food and
Agricultural Sciences
University of Florida
Gainesville, FL



Ronald L. Mullis
Family, Child and
Consumer Science
College of Human Sciences
Florida State University
Tallahassee, FL



During the high school and junior high school years students often with pressure from peers and adults begin to think about their career opportunities. Most students start out with broad categories of things they would like to do and, over time and with experience they narrow career possibilities. This narrowing process is an important phase and adult guidance in this decision making process can be very important. Adolescents are easily influenced by peers, media and family members and, because their experiences are often limited, adolescents may not base their decision making in reality.

Teachers of occupational child care and home economics are in positions to teach their students a framework for career exploration. As part of an occupational child care course students will probably learn about the need for well trained child care professionals. Fifty-four percent of women with children under six years of age are in the labor force. It has been estimated that two-thirds of the mothers of preschool children will be labor force participants by the mid-1990s (Kahn & Kamerman, 1987). This trend, along with the growing belief among parents that group experiences with other children is important to a child's social, emotional and cognitive development, has meant that, in some areas, supply (availability of child care programs) has not kept up with demand.

This bit of information may trigger an interest, on the part of the student, in becoming a child care

provider. After all, jobs should be plentiful and "playing with children all day" seems like a doable task. Family day care may look particularly attractive because the play takes place in one's own home and involves few children.

It is important that students not be discouraged from entering any career, but they can be assisted in collecting data on important aspects of a career, that seems to be of interest. Although child care will be used as an example, the following kinds of data can be utilized by and generalized to any career path.

1. Educational requirements. At least a high school education is required for careers in licensed, registered and educational child care programs. This information can be used to help students plan with regard to the need for post-secondary education.
2. Hours worked and earnings. Yearly earnings alone do not give a clear picture of income of child care providers, especially when the number of hours of direct contact with children is considered. One study of providers in Illinois indicated that income from family day care was less than \$8000 per year and that providers worked, an average, 10 hours per day. Collecting this information from local child care providers enables a student to compare wages for careers with similar education and training requirements. It is also necessary to collect data on benefits such as health insurance and vacation, to more accurately determine salary.
3. Job satisfaction. Commitment to a career is not based on salary and benefits alone. Giving students a semantic differential scale (see sample interview form) allows them to collect information on providers' feelings about their job, both negative and positive.
4. Cost of operating a program. There is more to child care than having space and a few toys. Licensing regulations in most states mandate health and safety requirements. These regulations should be reviewed by students. Developmentally appropriate toys and expendable supplies and equipment are expensive. Liability insurance further increases the cost of a provider doing business.

These four areas only scratch the surface of a career exploration process, but they provide some important information to assist students in the decision making process. An in-depth exploration is particularly important in child care if the high turnover rate among child care providers is to be avoided. Staff turnover is not beneficial to children in a provider's care, nor is it good for the provider's track record as an employee.

The following interview form can be used by students to survey child care providers to get additional information for the career decision making process. Students may have additional questions to add to the form or want to collect additional information via this process. The results of the interviews can be reported and discussed in class.

Sample Interview Form for Child Care Providers

Education

1. How many years of education are required for your jobs? _____

2. How much formal education have you had? (Please check the highest level you have completed)

- ☐ some high school
☐ high school diploma
☐ technical/vocational school
☐ some college courses
☐ 2-3 years of college, no degree (specify field): _____
☐ college degree (specify major): _____
☐ some graduate coursework (specify major): _____
☐ graduate degree (specify degree) _____
 (specify major): _____

3. Are you certified in any of the following? Check all that apply.

- ☐ early childhood certification
☐ kindergarten - primary grade certification
☐ elementary school certification
☐ special education certification
☐ junior high/middle school or secondary certification
☐ Child Development Associate Credential
☐ other (please specify): _____
☐ none

4. Have you had any special training in early childhood education, child development or a related area (e.g., psychology, elementary

education, home economics)? (Check the highest that applies)

- ☐ monthly food program workshops
☐ inservice workshops, conferences (specify frequency): _____
☐ high school courses
☐ 1-6 college credits
☐ 7-15 college credits
☐ associate's degree
☐ bachelor's degree
☐ some graduate work
☐ graduate degree

Hours Worked and Annual Income From Child Care

5. Children you care for:

	Age	Sex	Hours per week
1.	_____	M F	_____
2.	_____	M F	_____
3.	_____	M F	_____
4.	_____	M F	_____
5.	_____	M F	_____
6.	_____	M F	_____
7.	_____	M F	_____
8.	_____	M F	_____
9.	_____	M F	_____
10.	_____	M F	_____

6. What rates do you charge for your services for a child enrolled full-time:

_____ (amount) per (check the correct time interval)
 _____ hour
 _____ week
 _____ month

7. What time is your earliest arrival? _____ AM

8. What time does your last child leave? _____ PM

9. Annual income from family day care:

_____ less than \$5,000 _____ \$16,000-20,000
 _____ \$5,000-10,000 _____ more than \$20,000
 _____ \$11,000 - 15,000

Job Satisfaction

10. Here are some words and phrases which I would like you to use to describe how you feel about your role as a child care provider. For example, if you think what you do is very "enjoyable", put an x in the box right next to the word

"enjoyable". If you think it is somewhere in between, put an x where you think it belongs. PUT AN X ON EVERY LINE.

Miserable	() () () () () () ()	Enjoyable
Discouraging	() () () () () () ()	Hopeful
Tied Down	() () () () () () ()	Free
Lonely	() () () () () () ()	Friendly
Boring	() () () () () () ()	Interesting
Useless	() () () () () () ()	Worthwhile
Disappointing	() () () () () () ()	Rewarding
Doesn't give me much chance	() () () () () () ()	Brings out the best in me
Hard	() () () () () () ()	Easy

11. All things considered, how satisfied or dissatisfied have you been with your job as a whole over the past two months. Place an X in the box that best describes how satisfied you have been.

Completely Dissatisfied	() () () () () () ()	Completely Satisfied
	Neutral	

Costs

12. If you have liability insurance, how much does it cost you? _____

13. If you supply meals for children, how much does it cost you? _____ week
 _____ month
 _____ year

Reference

Kahn, A. J., & Kamerman, S. B. (1987). *Child care: Facing the hard choices*. Dover, MA: Auburn House Publishing Company. •••

(Continued from page 140.)

types of electronic equipment. Having taken an average of 1.5 computer classes, these teachers held positive attitudes toward computers.

In our survey, we looked to see what types of schools had computers and which department had them. First, we found that urban schools were nearly 10 percent more likely than rural schools to have purchased computers. Local district funding of software increased the probability of schools having a computer by 11 percent.

Second, home economics departments of two or three teachers were more likely to have computers placed within the department rather than elsewhere in the school. In fact, for every additional

teacher in the department, the probability of having a computer nearby increased by 6 percent. Departments located in larger schools were more likely to have computers than their counterparts in smaller schools. Vocational education funding for software, however, seemed to make the biggest difference. Availability of these funds increased the department's chances of having a computer by 70 to 80 percent. In addition, the more computer training teachers had, the more likely they were to have the equipment in their classrooms.

If computers are available, what determines the extent of use? Teachers' positive attitudes toward computers increased their use. More importantly, having colleagues within the department provides additional encouragement. Furthermore, those with computers in the classroom used them more extensively.

As Rosegrant (Dronka, 1985) so accurately noted, "Something we've always known and never admitted is that you need an inordinate amount of time on the machine to gain the real advantage" (p. 3). The results of our study confirm this. Teacher use of computers in instruction is inextricably linked to the location of computers in their schools. Thus, it is likely that teachers who have ready access to computers use them to manage and prepare more efficiently and are apt to be more enthusiastic in using computers with their students.

Until teachers have frequent and easy access to computers, this technology will not become transparent. Contrast teacher use of computers in your school with their use of telephones and video cassette recorders. If computer use seems low, consider relocating equipment into vocational education classrooms and departments.

References

- Bozeman, W. C., & House, J. E. (1988). Microcomputers in education: The second decade. *Technological Horizons in Education Journal*, 5(6), 82-86.
- Burkart, A. C., Muller, E., & O'Neill, B. (1985). Computers in the home economics classroom: Present uses and future implications. *Journal of Home Economics*, 77(3), 24-31.
- Dronka, P. (1985). Computer integration into instruction is stuck. *ASCD Update*, 27(5), 1-4.
- Knupfer, N. N. (1988). A training plan for instructional computing: Method and content. In Miller-Gerson, M. (Ed.), *Eighth Annual Conference on Microcomputers in Education: The Emerging Frontier-Artificial Intelligence, Interactive Video and Classroom Technology*. Tempe, AZ: Arizona State University.

(Continued on page 160.)

Incorporating Cooperative Learning Strategies into Housing Curriculum

Deborah G. Wooldridge
Assistant Professor
and
Marge S. Sebelius
Instructor
Department of Home Economics
Southeast Missouri State University
Cape Girardeau, MO

Mary Jeanne Weber
Home Economics Teacher
Notre Dame High School
Cape Girardeau, MO

Introduction

In the last twenty years the economy has shifted from an industrial based economy to an informational based one. This new economy emphasizes creating, processing and distributing information. The value has now been placed on acquisition of knowledge rather than on acquisition of industrial based skills. Also, this new literacy-intensive, high technological based society demands educators to develop students with basic skills such as mathematics, reading, and writing with an emphasis on more complex skills. Other skills needed, as well as basic skills, are communication skills, problem solving skills, social skills, and collaborative skills (Reich, 1989). The education community has also been encouraged to develop curriculum and incorporate strategies to facilitate active, interdependent, life-long, reflective learning.

As teachers educate students for the twenty-first century, a variety of teaching styles must be integrated into the classroom in order to improve instruction and increase learning. Lecturing can be used to transmit information, coaching to teach a skill, socratic questioning to increase understanding, critical thinking strategies to facilitate formal operational thought, and cooperative learning to improve interpersonal skills (Boyer, 1983; Piaget, 1952; Task Group on General Education, 1988; Wooldridge, Sebelius & Ross, 1989).

Cooperative Learning

Cooperative learning is an organizational medium which can encourage active, reflective learning, improve interpersonal skills, and increase creative, critical thinking. In *Circles of Learning*, (Johnson, Johnson, & Holubec, 1986) cooperative learning is defined in terms of four basic elements. First, group members must be positively interdependent with one another. This element may be attained by common goals, allocating tasks among group members, and by sharing rewards.

For cooperative learning to occur, students must be involved in face-to-face interaction, the second basic element. Verbal exchanges made between group members can clarify the task to be completed and ensure that all members are working toward the same goal.

The third basic element is individual accountability. Feedback is given to the group and to individual students providing help and encouragement.

The fourth basic element involves the use of interpersonal and small group skills. However, the teacher must realize that some students may not have developed the skills necessary for functioning in a group. Thus, time must be spent with students in developing the needed group skills. Time must be allotted for students to analyze how well the group is functioning. Then, students should develop a plan to improve and maintain the working relationship within the group.

Johnson, et al. (1986) suggest several ways to help students acquire cooperative skills:

1. Students must see the need for learning the skills to become motivated.
2. The students must attain a clear understanding of cooperative learning.
3. As with any new skill, cooperative learning takes practice and students should be given opportunities to practice these newly-learned skills.
4. Following the practice session, the teacher and students should give group members feedback. The discussion would evolve around the students' use of cooperative skills and what improvement could be made for the next session.

5. It takes time to develop a new skill into an automatic process. Practice sessions should continue until the students routinely use the skills.

Student commitment and involvement are the two factors which make cooperative learning effective. The traditional classroom situation has been accused of allowing students to play only a passive role in education. Another criticism is that students may regard learning as a singular process where they work alone and compete with the other students (Astin, 1987). Smith (1987) supports cooperative learning because students are given the responsibility for learning. Increased levels of achievement and improved attitudes toward school and classmates were other reasons Smith (1987) cited for advocating cooperative learning. Astin (1987) suggests two important benefits of cooperative learning: teamwork and cooperation.

Students can benefit both academically and socially, according to Johnson and Johnson (1985). Academically, a student can reinforce and expand skills by observing the strategies of group members. By being exposed to the variety of ideas posed by team members, students can increase creative and critical thinking skills. Each member will be evaluated on the work produced by the group; therefore, they are encouraged by one another to stay on task and participate in accomplishing the group goal. Socially, the students experience acceptance, encouragement, and support from other group members.

Although cooperative learning seems to be an effective method of learning, there are certain situations when it can best be used. The following suggestions were given by Johnson and Johnson (1985) when considering if cooperative learning is the best goal structure to implement. Tasks which require in-depth, divergent, or creative thought can best utilize cooperative groups. A complicated task can be completed more effectively and efficiently when students work in collaboration. On a social level, cooperative groups may be implemented in order to promote positive interaction among a diverse population of students. In this type of interaction, students begin to realize their potential as resources for other classmates.

Research indicates instructional methods used in classrooms 80 to 93 percent of the time are individualistic or competitive structures. Cooperative structure is implemented only 7 to 20 percent of the time (Johnson & Johnson, 1985). Cooperative learning has been found to increase scholastic achievement (Glasser, 1986; Goffin, 1987; Slavin, 1990; 1987), increase social skills development (Johnson & Johnson, 1985; Slavin, 1990), and increase student motivation

level (Smith, 1987). Johnson, Johnson, and Skon (1979) attribute this to the fact that at least 90 percent of human interaction is cooperative. Thus, cooperative learning has been found to be an effective classroom method.

Teaching Housing in Secondary Curriculum

A review of recent housing education research revealed housing concepts ranked low in terms of importance in secondary curriculum (Cargin & Williams, 1984; Lodi & Newkirk, 1988). Spitze (1985) found housing was taught only 4 percent of the time in the secondary classroom. Yet, approximately 30 percent of the household annual income is paid out toward housing expenses. Housing decisions are a major concern for adults and the skills to make informed decisions should be included in the secondary curriculum.

Teaching housing concepts at the secondary level should be increased due to changing economic conditions, an increase in homelessness in the United States, and an increase in the number of housing alternatives. Critical thinking and values clarification need to be addressed due to the decrease in the ability of people to acquire the "American Dream".

The housing area of the home economics curriculum is where creative thought is utilized and an excellent area to incorporate cooperative learning into the selected instruction methods. Cooperative goal structure has been identified as the best goal structure to improve creativity. The following is a sample plan for incorporating a cooperative learning strategy to encourage students to analyze housing needs and preferences throughout various stages of the life cycle. The plan allows for further development of creative and critical thinking as well as collaborative skills.

Housing Needs Through the Life Cycle Cooperative Learning Activity

Topic: Village Planning

Objective: The students will analyze differences in housing needs and preferences throughout various stages in the life cycle.

Methods: The students will plan a small community or village specially designed for one of the following groups:

- 1) young single adults
- 2) newly married couples with no children

- 3) single parents
- 4) married couples with young children
- 5) married couples with teenage children
- 6) middle-aged couples with no children
- 7) empty nesters
- 8) retired couples
- 9) retired singles

Directions for the teacher: Students work in teams of three to five (Glasser, 1986; Johnson, Johnson, & Johnson-Holubec, 1986) depending on the size of the class, to come up with an analysis of their market, and a conceptual sketch of the proposed village.

This activity can be preceded by lectures and class discussions of housing needs and preferences, Maslow's hierarchy of needs, life styles, values, and/or community planning.

The project is adaptable to many different time frames and levels of ability. More extensive research and interviewing could be added on the front end. Detailed plans could be required at the completion of the project for design or planning experiences.

Another variation of this project could focus on the ways in which one community could change to meet the needs of a changing population.

Materials: See the following work sheets which can facilitate the critical and creative thinking processes of the group.

Village Planning Group Work Sheet #1

Directions: In this project, your group will be planning a small village which is targeted to meet the needs of a specific portion of the population. Later in the project your group will be asked to develop conceptual plans for the village, but first your group must research the market.

The market you will be planning for is _____.

List some of the common stereotypes associated with this group in the space provided below:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

Now, using the references listed on the following pages, or other sources available, collect some facts on this group, including income, buying patterns, housing preferences, educational level, etc. Type a one page summary of your group findings.

From these findings, what would your group consider to be the major goals of the community designed for this group? List three to five goals below.

- 1)
- 2)
- 3)
- 4)
- 5)

Village Planning Group Work Sheet #2

Directions: In this step of the group project you will use information gathered in Phase 1 to pinpoint real needs for the community.

Using the list below as a starting point, discuss the amenities and support features which this community would need. Keep in mind that this village, which houses approximately 1,000 people, is within ten miles of a city of 250,000.

Bank	Grocery store
Beauty salon/barber shop	Library
Convenience store	Medical clinic
Day care center	Meeting place/clubhouse
Fast food restaurant	Postal station
Gas station	Recreational space/outdoor
Golf course	Swimming pool

List and describe the features which you, as a group, would consider:

- 1) Absolutely essential:
- 2) Important:
- 3) Probably not necessary:

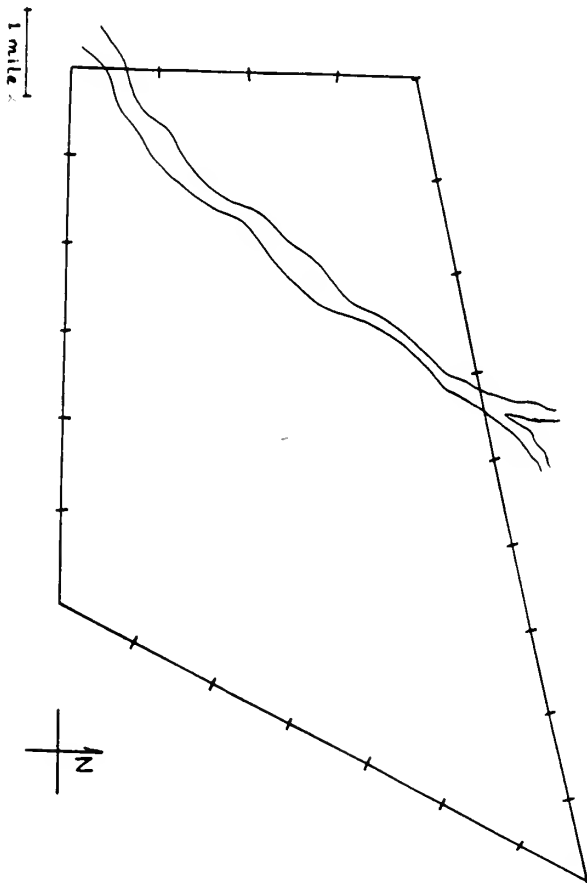
Village Planning Group Work Sheet #3

Directions: Using diagram A and the accompanying information, develop a conceptual sketch, as close to scale as possible, of your village.

Include in this sketch all housing and other features discussed in Phase 2.

The site is basically flat with a few rolling hills in the northeast corner. A small creek cuts across the site. The climate is rather mild; average daytime winter temperature is 34 degrees and in the summer it is 76 degrees. The area enjoys approximately 275 days of sunshine annually.

Diagram A



Village Planning Selected References

American Demographics; monthly issues

"Annual Consumer Survey"; *Builder Magazine*, December issues annually. Cahners Publishing Company.

Lindamood, S., & Hanna, S. (1979). *Housing, society, and consumers*. St. Paul, MN: West Publishing Company.

Roske, M. (1983). *Housing in transition*. New York, NY: Holt, Rinehart and Winston.

Sherwood, R. F., & Eubanks, E. (1990). *Homes: Today and tomorrow*. Mission Hills, CA: Glencoe Publishing Co.

Wedin, C., & Nygren, L.G. (1976). *Housing perspectives*. Minneapolis, MN: Burgess Publishing Company.

Summary

The issue of cooperative behavior is not a recent one. In 1979, Margaret Pollitzer (cited in Goffin, 1987), who was co-director of a school which integrated cooperative behavior into the curriculum, wrote, "Perhaps above all else, in (our) school we recognize the fact that people must live with people. In business, in politics, in the family, it is necessary to have a sense of social responsibility." A cooperative goal structure in the classroom can enable students to learn social responsibility. Students each share in the responsibility of achieving a common goal (Schniedewind & Salend, 1987). When working cooperatively, if one student achieves the goal, the group's goal has likewise been achieved. One member of the group cannot achieve the goal unless all members of the group achieve their goals (Johnson, et al., 1983). Incorporating the cooperative goal structure in a housing course can help facilitate student achievement.

References

- Astin, A.W. (1987). Competition or cooperation? *Change*, 19(5), 12-19.
- Boyer, E. L. (1983). *High school*. New York: Harper & Row, Publishers, Inc.

(Continued on page 149.)

Sports Nutrition: A Modern Approach to Teaching Foods in High School Home Economics

Sheryl Metzger
Home Economics Teacher
Old Mill Senior High School
Millersville, MD



The traditional approach to the teaching of foods in home economics classes has been from the perspective of developing a basic comprehension of nutrition. This has been accomplished through the media of demonstration and guided experience and adherence to basic food groupings. Although this approach has been intended to develop a sense of basic nutritional understanding in the student, there is a tendency to not associate this nutritional information with caloric needs related to individual activity level. The net result is that students want to rush through the didactic experience and move immediately to the much more enjoyable laboratory experience.

Recently, through discussions with the physical education teachers at Old Mill Senior High School it became clear that a distinct population of students, the athletes, were basically ignorant of the relationship between proper nutrition and athletic performance. Old Mill Senior High has a population of 2,200 students ranging from grades 9-12. Roughly 600 of those students participate in athletic programs during the school year. These students were not aware of proper nutrition, as demonstrated by simple observations of student athletes gulping down soda, candy bars, and junk food during training periods and immediately prior to competitions. This lack of association between proper nutrition and optimal athletic performance can also be related to academic performance. The mission of the Home Economics Department at Old Mill Senior High School is to expose students as individuals and as members of family units to a variety of "life skills" designed to help them deal with everyday life in a

complex world. The home economics department already offered food courses which included the study of nutrition. Nevertheless, it became clear that this subpopulation of student athletes, both male and female, were not signing up for food courses. It became clear that here was a distinct group of high school students that could gain immediate benefits from a well-tailored regimen of proper nutrition. The idea, then was to couple an awareness of the interrelationship between nutrition and physical activity.

Discussions were held with the physical education staff and, together with the approval of the principal, a trial semester program was outlined out. In the home economics program at Old Mill, in accordance with the curriculum of the Anne Arundel County Public Schools, an appreciation is fostered of good nutrition as a lifelong goal. Students are encouraged to think critically, make reasoned decisions, and deal with change. The basic approach to nutritional awareness involves developing a basic understanding of the chemistry of food and the relative energy values of carbohydrates, proteins, and fats. These principles were tailored to the individual athlete through an estimation of the basal metabolic rate together with the activity level for the specific sport, in which the student is engaged, be it wrestling, cheerleading, football, etc. With the aid of The Food Processor II, a dietary analysis software for the Apple IIe, students were encouraged to individually evaluate their prior diets and their performance in athletic competition and determine whether there was a potential correlation between poor eating habits and suboptimal performance, and vice versa. Through the use of these analyses the student athlete was encouraged to formulate a diet which adhered to USDA dietary guidelines as modified for their particular body type, activity level, and sport.

Case #1: Weight Training. A student athlete attempting to enhance muscle strength was adhering to a self-styled diet which included 300g of protein per day, an amount far in excess of dietary guidelines and potentially harmful to bodily function (e.g.,

kidney). The student believed that large amounts of protein were required to build muscle. After a detailed analysis of body type and activity level, it was determined that a diet with a far lower protein content and higher carbohydrate content was more appropriate, together with the increased exercising of the different muscle groups was best for attaining his individual goals.

Case #2: Wrestling. It is a time-honored tradition among high school wrestlers that attaining fixed and specific weight levels to enable competition in particular weight classes could be achieved by dehydration and fasting immediately prior to the pre-meet weigh-in. However, self-analysis of performance levels revealed to the student-athletes that by the time of the meet they were not in optimal form. Accordingly, diets were designed, again utilizing analysis of body type, desired weight range, and dietary guidelines, that enabled the students to attain the proper weight without resorting to drastic and rapid weight fluctuations. The subjective evaluation by the individuals was that they were better prepared for the competitions as a consequence of their enhanced knowledge of nutrition.

Case #3: Field Hockey. High school girls competing in field hockey, eating a diet that did not compensate for the increased activity levels of a training and competition regimen, felt tired and lethargic. An analysis of their dietary input, compared with their increased activity level during the field hockey season, revealed that their caloric intake was insufficient to sustain the demands of the athletic training and competition. Again, using USDA guidelines together with individualized computer analyses, diets were tailored for specific needs, in this instance with increased calories derived from more carbohydrates in the diet.

In all instances, the student appeared to have an increased awareness of the composition and content of their diets. In particular it became clear that high-fat diets also rich in sugar were inconsistent with maintenance of optimal body weight and with the ability to sustain proper conditioning and training. In many instances individual students expressed a subjective increase in their performance. Moreover, their understanding of the inter-relationship between proper nutrition, health and athletic performance was greatly enhanced. For instance it became common knowledge that eating fresh fruit (bananas, rich in potassium) was one way of replacing essential electrolyte loss. In general, by the end of the course in 'Sports Nutrition' the student athletes expressed a

level of enthusiasm for the study of foods and nutrition, that caused many to re-evaluate previously held negative notions concerning the value of home economics.

The appreciation for proper nutrition and the balance between activity level and diet is a concept that should follow the student through school and beyond. It is these types of life skills that are crucial to furthering basic understanding of individual self-image. The knowledge that the student-athlete takes away from this course represents a contribution by home economics that lasts a lifetime. •••

(Continued from page 147.)

- Cargin, J.B., & William, S.K. (1984). Educational perspectives and practices of home economics teachers. *Journal of Vocational Home Economics Education*, 2(2), 3-17.
- Glasser, W. (1986). *Control theory in the classroom*. New York: Harper & Row, Publishers, Inc.
- Goffin, S. G. (1987). Cooperative behaviors: They need our support. *Young Children*, 42(2), 75-81.
- Johnson, D.W., & Johnson, R.T. (1975). *Learning together and alone: Cooperation, competition, and individualization*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Johnson, D.W. & Johnson, R.T. (1985). Cooperative learning: One key to computer-assisted leaning. *The Computing Teacher*, 13(2), 11-15.
- Johnson, D.W., Johnson, R.T., & Johnson-Holubec, E. (1986). *Circles of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., Johnson, R.T., & Skon, L. (1979). Student achievement on different types of tasks under cooperative, competitive, and individualistic conditions. *Educational Leadership*, 4, 99-106.
- Lodl, K., & Newkirk, G. (1988). Housing: A critical component of home economics curriculum. *The Home Economics Educator*, 1(4), 5-8.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Riech, R.B. (1989, April). The future of work. *Harper's Magazine*, 26-31.
- Schriedewind, N., & Salend, S.J. (1987). Cooperative learning works. *Teaching Exceptional Children*, 19(2), 22-25.

(Continued on page 152.)

Fashion Retail Education: A Guide for Home Economics

Ann E. Fairhurst
Assistant Professor
Department of Apparel
Merchandising and Interior
Design
Indiana University



Previous research has predicted that the inclusion of fashion merchandising in many states' high school curriculum will increase over the next five years (Ward & McNabb, 1989). Inclusive in the fashion merchandising programs will be an emphasis on job and career preparation. Nationally, fashion or apparel merchandising is one of the most popular majors in colleges and universities, but few high schools offer courses that will help prepare students for their selected field (Delaurent, 1988). In addition, upon graduation, many high school students accept a job in the field of fashion merchandising and become a member of the retail work force. For either option, with the development of a special home economics course focusing on retail math, students can be given an understanding of the dynamics of their career choices.

Currently, many entry level sales positions within retail organizations from discount merchandisers to specialty stores are being filled by high school graduates. Sales associates are expected to work a cash register, write up sales tickets, and make change (Dolber, 1986). Other responsibilities include sales data analysis to learn what's selling and why. It is also important for sales people to know how retail prices are obtained and how to calculate markdowns which are periodically taken by every retail store. In addition to these responsibilities, every sales associate is required to reach a sales goal. It is imperative that a sales associate can calculate their individual goals and be aware of the components of their productivity.

To effectively accomplish these tasks, basic math concepts are needed. Consequently, an important part of the fashion or apparel merchandising curriculum should be retail math. Focus should be on

the types of math calculations used in merchandising activities.

Course Components for Teaching Retail Math

If retail math is incorporated into high school fashion merchandising curricula, many concepts could be included. Excerpts taken from a proposed retail math course that illustrate some of these concepts are included.

Concept 1: Sales Quota Goals

As a sales associate within a retail store, you are asked to maintain sales quota goals which is an indication of your productivity. An important factor to determine your sales productivity is selling cost. It looks at the relationship between your salary and the dollar sales you produce. The formula to calculate selling cost is:

$$\text{SELLING COST \%} = \frac{\text{SALARY}}{\text{NET SALES}}$$

For example, if last week you generated \$800.00 in sales and received a salary of \$90.00 then your selling cost would be:

$$\begin{aligned}\text{SELLING COST \%} &= \frac{\text{SALARY}}{\text{NET SALES}} \\ &= \frac{\$90.00}{\$800.00} \\ &= 11\%\end{aligned}$$

Once selling costs are known, your sales quota goal can be established. The formula used to determine a sales quota goal is:

$$\text{SALES QUOTA GOAL} = \text{SALARY} + \text{SELLING COST}$$

For example, your salary last week was \$90.00 and your selling cost was 11%. Your weekly sales quota goal should be:

$$\begin{aligned}\text{SALES QUOTA GOAL} &= \text{SALARY} + \text{SELLING COST} \\ &= \$90.00 + 11\% \\ &= \$818.00\end{aligned}$$

STUDENT PROBLEM

Calculate sales quota goals for three employees in a specialty store:

	Sales Quota Goal	Salary	Selling Cost
Salesperson 1:	_____	\$150.00	11%
Salesperson 2:	_____	\$ 85.00	7.5%
Salesperson 3:	_____	\$160.00	9%

Concept 2: Sales Data Analysis

Often, a sales associate is given sales data and asked to analyze the sales to help identify trends. This is especially important in multi-unit chain stores. Sales are analyzed to determine sales by merchandise classification, price and store. For example, in the jewelry department, this sales report was generated:

Department: Costume Jewelry

Classification	Unit Price	Sales				Total
		Store 1	Store 2	Store 3		
Rings	\$20.00	\$100.00	\$140.00	\$125.00		\$65.00
	25.00	175.00	75.00	100.00		350.00
Watches	15.00	150.00	180.00	308.00		748.00

This chart indicates that Store 2 sells the most \$20.00 rings and Store 1 sells the most \$25.00 rings. In watches, Store 3 sells the most \$15.00 and \$22.00 watches. Overall, the \$20.00 ring sells better than the \$25.00 ring and the \$22.00 watch sells better than the \$15.00 watch.

STUDENT PROBLEM

Analyze the sales data for the sock department.
Department: Socks

Classification	Unit Price	Sales				Total
		Store 1	Store 2	Store 3		
Anklets	\$3.00	\$30.00	\$36.00	\$42.00		\$108.00
	3.25	55.25	42.25	32.50		130.00
	4.00	48.00	40.00	32.00		168.00
Slouch	3.50	42.00	35.00	38.50		115.50
	4.25	38.25	55.25	42.50		136.00
	5.00	50.00	70.00	90.00		210.00
Patterned	3.00	42.00	51.00	60.00		153.00
	3.75	52.50	33.75	41.25		127.50
	4.25	38.25	80.75	51.00		170.00

Concept 3: Markup Calculation

Pricing is vitally important to the profitability of a retail store. The selling or retail price should serve the needs of the retailer's target customer, meet competitor's prices and enable the store to generate profit. To help make pricing decisions, the following factors are considered: cost price of the merchandise, retail prices that will be assigned to the merchandise, and markup which should cover operating expenses and retail reductions and provide a profit.

Markup, a part of the retail price, determines the success or failure of a business. It needs to be high enough to cover expenses and cost of the merchandise. Markup should also be in line with competitive pricing strategies.

To help monitor markup, a percentage is used. Markup percent is the relationship of the markup

dollars to the selling price. Retail price is used as the base or 100%.

The formulas that are used to determine retail, cost or markup dollars and percent are:

$$\text{RETAIL} = \text{COST} + \text{MARKUP}$$

$$\text{COST} = \text{RETAIL} - \text{MARKUP}$$

$$\text{MARKUP} = \text{RETAIL} - \text{COST}$$

$$\text{MARKUP\%} = \frac{\text{MARKUP}}{\text{RETAIL}}$$

For example, if you were asked to determine the retail price for a blouse that cost \$9.00 and was marked up \$7.00, the solution would be:

$$\text{RETAIL} = \text{COST} + \text{MARKUP}$$

$$= \$9.00 + \$7.00$$

$$= \$16.00$$

To determine the markup percent:

$$\text{MARKUP \%} = \text{Markup/Retail}$$

$$= \$7.00/\$16.00$$

$$= 44\%$$

STUDENT PROBLEM

Using the formulas given, complete the chart below by calculating retail, cost, markup or markup percent.

Retail	Cost	Markup	Markup Percent
1. \$5.00 each		\$2.00 each	40%
2. _____	\$12.00 each	\$13.00 each	52%
3. \$18.00 each	\$8.00 each	_____	5%
4. \$1.25 each	\$15.00/dozen	_____	_____

Concept 4: Markdown Calculation

Many times a sales associate is asked to mark down merchandise. This means that the original retail price will be lowered. Markdowns are taken to clear out old stock, meet prices of competition, and bring in customers for a "special price" promotion.

To calculate markdowns:

$$\text{MARKDOWN DOLLARS} = \text{ORIGINAL PRICE} - \text{MARKDOWN PRICE}$$

For example, for a special store wide sale, the junior department marked down stretch leggings. One group of 75 leggings was marked down from \$25.00 to \$19.99 and another group of 35 leggings from \$15.00 to \$7.99. To calculate the dollar value of markdowns.

$$\text{UNIT MARKDOWN} = \text{ORIGINAL RETAIL} - \text{MARKDOWN PRICE}$$

$$\begin{aligned}\text{Group 1} &= \$25.00 - \$19.99 \\ &= \$5.01\end{aligned}$$

75 units were marked down so total markdowns for Group 1 leggings:

TOTAL MARKDOWN = NO. UNITS X MARKDOWN PER UNIT

$$= 75 \times \$5.01$$

$$= \$375.75$$

UNIT MARKDOWN = ORIGINAL RETAIL - MARKDOWN PRICE

$$\text{Group 2} = \$15.00 - \$9.99$$

$$= \$7.01$$

35 units were marked down so total markdowns for Group 2 leggings:

TOTAL MARKDOWN = NO. UNITS X MARKDOWN PER UNIT

$$= 35 \times \$7.01$$

$$= \$245.35$$

To find the total markdowns taken for leggings in the junior department:

TOTAL MARKDOWNS FOR LEGGINGS = MARKDOWNS FOR GROUP 1 + GROUP 2

$$= \$375.75 + \$245.35$$

$$= \$621.11$$

STUDENT PROBLEM

Find the total markdowns taken in the accessories department for purses, using the following information:

24 units of Style 525 were marked down from \$49.00 to \$28.99

17 units of Style 727 were marked down from \$58.00 to \$35.00

Other concepts that would be included in the complete curriculum are: 1) profit including a simplified profit and loss statement comprised of sales, cost of goods sold and operating expenses, 2) stock turnover, 3) assortment planning, and 4) inventory.

Conclusion

As home economics educators we must provide a curriculum that is timely and relevant to the needs of students. Fashion merchandising is a program that can generate interest because many students at the secondary level display an affinity for fashion. By focusing on retail math as an integral part of the fashion merchandising curriculum, students who select that field will have a higher level of competence in the retail industry.

References

- Delaurenti, M. (1988). New curriculum horizons: Fashion merchandising. *Illinois Teacher*, 173-175.
- Dolber, R. (1986). *Opportunities in Fashion Careers*. Chicago, IL: National Textbook Company.
- Ward, S. A. & McNabb, K. (1989). Assessment of home economics state supervisors regarding the status of fashion merchandising classes at the secondary level. In C. N. Nelson (Ed.), *ACPTC Proceedings*, 120. •••

(Continued from page 149.)

- Slavin, R.E. (1990). *Cooperative learning*. Englecliffs, NJ: Prentice Hall.
- Slavin, R. (1987). Cooperative learning: Where behavioral and humanistic approaches to classroom motivation meet. *The Elementary School Journal*, 84(4), 409-422.
- Smith, R.A. (1987). A teacher's views on cooperative learning. *Phi Delta Kappan*, 68, 663-666.
- Spitze, H.T. (1985). Observations in forty high schools: Is our nation at risk? *Journal of Home Economics*, 77(3) 7-11.
- Task Group on General Education. (1988). *A new vitality in general education*. Washington, D.C.: Association of American Colleges.
- Wooldridge, D.G., Sebelius, M., & Ross, S. (1989). Inductive teaching: A strategy to teach housing concepts. *Illinois Teacher*, 33(2), 68-69, 71, 78. •••

(Continued from page 124.)

- Erikson, E. (1968). *Identity: Youth and crisis*. New York: Norton.
- Erikson, E. (1983). Our children's self-esteem. *Family Life Educator*, 1(4), 5-7.
- Havighurst, R.J. (1972). *Developmental tasks and education* (3rd ed.). New York: McKay.
- Mitchell, J.J. (1975). *The adolescent predicament*. Toronto: Holt, Rinehart and Winston.
- Mitchell, J.J. (1986). *The nature of adolescence*. Alberta: Detselig Enterprises.
- U.S. Department of Education. (1988). *Youth indicators 1988: Trends in the well-being of American youth*. (CES Publication No. PIP 88-834). Washington, DC: U.S. Government Printing Office. •••

Decision Making: Having a First Born at Age 35 or Older

Patricia H. Williams
Doctoral Student
University of North Texas
Teacher, Duncanville
Independent School System



Tommie Lawhon
Professor
College of Education
University of North Texas
Denton, TX



There are misconceptions and myths related to childbearing by women who are aged 35 or older. In junior and senior high schools one may hear comments like, "I want to have my kids while I am young so I can enjoy them." This statement indicates that older parents cannot enjoy children. "If you wait to have children, you will be too old to play with them." A comment of this nature reflects the attitude that play for adults stops at a young age. "Have them early so they will be out of the house, and you can enjoy your marriage before you hit 40." A perception of this type indicates that children will leave home and will not move back into the household or produce grandchildren for grandparents to rear. It suggests that parents will not enjoy their marriage until the children are launched. "If you have a child after 30, the child will be deformed." These students do not realize that there is a greater chance of infant deformity, mortality, and abuse when the mother is very young.

Home economists have an opportunity to share valuable information with preteens, teens, students in higher education, and others about some of the pros and cons of a woman having a first born at age 35 or older. Current research findings provide materials that are useful in discussing and reaching decisions regarding the timing of childbearing.

Births to older women have increased in recent years. First births to women in their 30s quadrupled between 1970 and 1986 and accounted for 12 percent of all first births in 1986 (Ventura, 1989b). In the 1970s the increases were greatest for women aged 30-34, but in the 1980s the first births were more numerous for women 35-39. Women ages 35 to 39 accounted for 2.1 percent of first births in 1970 compared to 4.7 percent in 1986 (Ventura, 1989a).

This increase in births to older women has provoked questions such as those that follow. What are the advantages and disadvantages of beginning a family after the woman is 35 years of age or older? Are there medical risks for the mother and baby? Some answers to these questions are addressed below.

Reasons for Delaying Childbirth

Demographic trends account for an increase in childbearing by older mothers. These trends include postponement of marriage, increases in divorce, and growth in the number of older women.

More women are postponing both marriage and childbearing to pursue educational interests and to enhance career development. They are also concerned about marital failures and the lack of child support following marital dissolution. These two factors highlight the importance of obtaining education and career preparation before taking on the additional responsibilities associated with marriage and parenting.

Following divorce, many women remarry later in their reproductive lives. Whether remarrying or marrying for the first time, having a child is seen as a confirmation of a new family (Griffin, Koo, & Suchindran, 1985).

In 1970, 15 percent of women aged 25-29 were not married, but this increased to 36 percent by 1986 (U.S. Bureau, 1987). Also, the increase in babies produced during the baby boom years has resulted in more older women than there were a decade earlier (U.S. Bureau, 1988).

In summary, some reasons for postponing childbearing include "women's career priorities, advanced education, infertility, control over fertility, late and second marriages, and financial concerns" (Kirz, Dorchester, & Freeman, 1985, p. 7).

Additional information about women who decide to have children early and those who postpone parenthood can be found in the *Journal of Marriage and the Family* (Callan, 1986).

Advantages in Delaying Parenthood

Many of the benefits of delaying parenthood have been reported. Among these are psychological advantages for older mothers, including better knowledge of their personal identities, an increased sense of achievement, higher incomes, and more enduring commitment to their spouses (Winslow, 1987).

There are some positive effects of delaying parenthood for at least five years after marriage (Issod, 1987). Those who delay parenthood were able to provide emotionally healthier environments than those who had children within the first three years, and they were more at ease with parenting and the added responsibilities of having a child. Women delayers experienced easier transitions to motherhood, recorded fewer interruptions from their babies, and were not as concerned as the younger mothers about having less time with their spouses. Men who delay parenthood reported that they were less affected by loss of sleep than males who had children within the first three years of marriage.

Exploring the advantages of parenting later in life assists students in decision making. However, there are some disadvantages to late parenthood that need to be acknowledged.

Disadvantages to Late Parenthood

Some drawbacks of having a first born later in life include the idea of a "still occupied nest" (Freeman, Ryan, Mehnert, & Sullivan, 1984, p. 367). All of the activities and responsibilities associated with raising children, such as homework, meals, and chauffeuring children to activities and school will be priorities when parents might relish more personal time for social and civic work. Mothers and fathers could feel a crunch from caring for young children as well as for their own aging parents. The struggle to save for retirement and a child's college education may need to be dealt with simultaneously. Also, parents might find that they are out of synch with their peers.

Those who delay childbearing shorten the time that their children have with their grandparents. There is the possibility of death of a grandparent during the child's young years (Mayer, 1978).

Similarities in Parenting Concerns

There are some similar concerns that are common to both younger and older parents (Roosa, 1988). When older and younger parents were compared, no

differences were found in the transitional experience to parenthood. Both groups reported lower marital satisfaction after the birth of their children.

Responsibilities are expanded when children arrive. These include greater demands on time, energy, money and other resources. There are also concerns regarding the health and welfare of the child and the mother.

Medical Risks

An important concern in having children at age 35 or older is the medical risk to the mother and baby. Traditionally, women have been advised by the medical profession to have their children before reaching age 35. At 35, women have been labeled as high risk for childbearing. However, recent studies find that many of the earlier reports were flawed (Mansfield, 1987).

Mansfield (1987) found that many inquiries used older women who were poor, who had large numbers of children, and who received little or no prenatal care. One investigation used first-time mothers who had problems of infertility, which can sometimes account for difficult labor, low birth weight, and a higher infant mortality rate. Chronic diseases are more common in older women and can affect their pregnancies. Many studies failed to account for these and other factors.

Often physicians treat older women with more caution than younger patients. This could be one factor relating to the higher utilization of caesarean sections in older mothers. Only 13.1 percent of the women experiencing first births at age 24 or less had a caesarean, while 18.5 percent of women 25-34 and 28.2 percent of the women 35 and older had this surgery (Martel, Wacholder, Lippman, Brohan, & Hamilton, 1987).

When a caesarean section is performed too early, there is an increased risk of respiratory distress syndrome (RDS) for the baby. A delivery by caesarean may increase the risk of RDS fourteen times (Hack, Famaroff, Klaus, Mendelawitz, & Merkatz, 1976). Many of these operations seem to be the result of overly cautious physicians. "In other words, it appears that elective abdominal deliveries may have been more common among middle-aged women because their physicians anticipated complications, not because complications actually were present" (Mansfield, 1988, p. 449).

Another example of physicians treating older women differently than younger ones is that older patients often receive more drugs during labor and delivery. The additional drugs can lead to complications for the mother and the baby (Mansfield, 1987).

When comparing delivery outcomes of younger mothers with older mothers, the latter had more vacuum deliveries and deliveries with forceps. This could be because more older patients opt for epidural anesthesia (Kirz, et al., 1985).

An older woman can suffer pregnancy-related stress by believing that her advanced age may cause harm to herself or the baby. Down's syndrome is a worry for older mothers. However, the incidence of Down's syndrome varies from study to study, and the use of amniocentesis and chorionic villi sampling can detect this defect. Finally, one caution to older women is that after 40 a great decline in fertility seems to take place (Stein, 1985).

Despite all of the research relating to the risks of childbearing for the older woman, when confounding variables are controlled the risks nearly disappear (Mansfield, 1986). Because of these findings, women need to read the most current research available before making decisions about childbearing.

Teaching Methods and Ideas

There are many ways of presenting ideas to students in home economics so that they can consider their options. Information that will aid in eliminating certain myths and misconceptions about having and rearing children at age 35 and older may be conveyed in the following manner:

1. Panels could provide some insight into the varied attitudes and practices of parents. Preparing questions that are common to each group and giving these questions to the participants in advance allows parents a greater opportunity to make comparisons and draw conclusions. For example, having presentations by two mothers who postponed childbearing until they were 35 or over on one day and two mothers who had their children when they were much younger on another day will assist students as they draw some conclusions regarding decision making and children. The same procedure could be followed for fathers.
2. A physician who is knowledgeable about obstetrics and gynecology could speak to the students. Providing a list of points that are to be covered aids the speaker in preparing for the class.
3. Before the arrival of the panelists and the physician, mini-lectures on the pros and cons of postponing parenting provide the students with some valuable information and a common background.
4. Collecting and analyzing family histories can be a valuable teaching tool. A questionnaire completed by class members could provide informa-

tion on the ages of their parents and grandparents when the first borns arrived. Other relevant materials may be collected on the same instrument.

5. Each student might interview a parent and/or grandparent to seek their views on the timing of the births of their children. The teacher and the class could work together to develop and agree upon questions prior to the interviews.
6. A current report on the increasing numbers of homeless mothers and children which includes the ages of the mothers and their offspring would be enlightening.
7. A speaker who is knowledgeable about the relationship between the ages of mothers and children who are welfare recipients could present this information to the class.
8. Data comparing the ages of the mothers and the rates of maternal deaths, infant mortalities, stillbirths, child abuses, and other similar areas would give students additional facts that could assist decision making.
9. Exploring the changes in life expectancies and how these have increased over the past 50 years would be beneficial before students examine their own family trees and as they discuss the materials gleaned from their questionnaires and interviews with family members.

Teachers and students can, through brainstorming and other methods, find numerous ways of gathering additional information to provide a strong base for making informed decisions about the timing of the first born. Some additional points that may be made relate childbearing to income, housing, careers and jobs, divorce, and child support.

Summary

The pros and cons of having a first born when the woman is 35 years of age or older were examined. Some of the advantages relate to financial stability, more enduring commitment to spouses, and a healthier emotional environment for the family. Disadvantages include being parents in a different developmental stage than their peers and attempting to save for retirement and the education of children at the same time. Medical risks to mother and baby seem to be less than commonly believed. Many similarities are found between younger and older parents.

(Continued on page 160.)

Transforming Home Economics: An Australian Perspective

Margaret I. Henry
Lecturer
Department of Human Ecology
Queensland University of Technology
Australia

Home economics is at a crisis point in Australia: enrollments in the subject are falling, in schools the subject has been relegated to an elective in the curriculum; as a profession we are unclear of our aims and purpose and uncertain of our future. What is to become of our subject, one which we believe has so much to offer, so much potential? Will our subject survive in Australia in the 1990s and beyond? Reading this list of calamities that embroil us at the present time, we might well experience a sense of foreboding, that this crisis signals the demise of the subject. The Chinese word for crisis means both danger and opportunity. This provides us with another perspective from which to view our present dilemma. We can view this situation as an opportunity for growth, an opportunity to determine our future. This paper presents an alternative approach to the study of home economics, one that has the potential to transform the subject, to make it more relevant to our present times.

Contextualizing the Problem

It seems that home economics has always been fraught with problems. In its beginnings there was uncertainty about the aims of this area of study. For instance, Brown (1984b, 1985a) records the division between the various interest groups present at the first Lake Placid Conference. In Australia there was also some ambiguity surrounding the early attempts to establish the subject then known as domestic economy. Reiger (1990) notes the contradictory roots of the subject in Australia. On the one hand domestic economy was introduced to educate girls, to give them equal status with boys. On the other, it was introduced to prepare girls to fit into the emerging industrial society.

In the last one hundred years since domestic economy was first introduced in Australia, the subject

has undergone many changes, changes in name, content and focus. In Queensland, for example, the subject has been known as domestic economy, domestic science, home science, home management, homecraft and home economics. These changes in name have reflected changes in content and approach to the subject. Writers such as Jehne (1977) claim that the changes in the subject have indicated that home economics is adaptable, that it readily responds to changes in society, that this is its strength. Jones (1989) supports this view stating: "to be a home economist is to reshape our values as continuously as we are reshaped by the newness of this changing world" (p. 146). Such a stance implies that home economics is dependent on the social order of things, that it responds to, rather than preempts, change. On the other hand, Brown (1980, 1984b, 1988a, 1988b) and Baldwin (1986a, 1986b, 1989) advocate that home economics must assume a more aggressive stance in shaping the future of our world. Reiger (1990) proposes that home economics is at the cutting edge of a number of debates including issues that concern the future of the family, ecological concerns, and the like.

As we enter the 1990s we need to reassess where home economics is going. We need to determine what we will seek to achieve in the future and how home economics can play a more vital role in education and in our society.

Problematising Home Economics

As a profession we are faced with a number of different perceptions of the subject. A review of the literature (Henry, 1989) indicates that several perspectives have been adopted: skill development, management, consumerism, science, social science ecological approach, and a critical theory approach, to name a few. There is disagreement within the profession regarding our purpose and focus. This lack of agreement has led to confusion within home economics. It has also resulted in a great deal of conflict between various interest groups within the profession. One such debate has existed between those who support management as the focus of home economics and those who support the family focus of the subject (Mander, 1987). What has tended to happen when

such differences occur is that, rather than resolving these conflicts, we have broadened our parameters to include an ever-increasing range of subject offerings. Writing in 1977, Jehne warned that the subject was becoming seriously hampered by an "ever-widening sphere of knowledge, skills and attitudes." The situation in the meantime has become increasingly worse.

There are other issues that we must also address: the low status of the home economics, the practical nature of the subject, its alleged gender bias, the values which home economics promotes, and the image of the subject. Compared with other subject areas, home economics does not rate highly in the school curriculum. This is sometimes attributed to the practical nature of the subject. Others argue that home economics encourages and indeed attracts students who adopt confirming, skills oriented, rule-following behaviors (Henry, 1989). We need to ask ourselves, Is this what we really want for our students? Is there not more that home economics can offer? As a profession we are criticized for promoting and reinforcing "middle-class values; we are criticized for being readily swayed by prevailing opinion, that we passively receive and fall in line with "mainstream thinking" (Brown, 1988b). We tend to become defensive when these criticisms are directed toward us, rather than at least hearing what our critics have to say. Perhaps there is an element of truth in these comments. We need to assume greater responsibility for our subject, what we are teaching, and the values which we are promoting. Perhaps, as Brown (1989b) suggests, we need to be more reflective, we need to question the values, attitudes, beliefs and practices that are part of the common-sense knowledge (the unquestioned knowledge) of the subject.

The current crisis in which we now find ourselves might well provide an opportunity for us to become more self-critical and more reflective. Perhaps, now is the time for us to stop and take stock: What are the values we are promoting in home economics? When we say we are for the well-being of individuals and families what do we mean by this? Is there gender bias in home economics? If so, what purpose does it serve and, whose interests do we serve in home economics? These questions are not readily answered. They require considerable debate and argumentation. We have a long way to go!

Family Studies: A New Approach in Home Economics in Australia

This preoccupation with the future of home economics is not new. There have been those in the profession asking these questions and seeking answers

for many years. In the early 1980s, for example, home economists throughout Australia met in an attempt to make meaning of the varying interpretations of the subject (Dixon, 1980). An outcome of that discussion was the production of the HEAA (Home Economics Association of Australia, 1984) which claimed that home economics is for the well-being of individuals and families.

Thus the family, the intimate group with which the individual engages, assumes a vital role in home economics. Arising out of this debate, a program entitled "Family Studies" was developed in Queensland in 1987. This program took as its focus "the well being of individuals and families" (Department of Education, 1987b, 1987c). The intention here was to develop a home economics program which adopted a central focus or theme, all areas of study were to be related to this focus (Henry, 1989).

I think a family studies program has the potential to transform home economics, to transform the perspective of the subject from a technical to an emancipatory one. This transformation is not achieved, however, simply by changing the name of the subject, nor even by using alternative teaching strategies. It requires home economics educators to adopt a new approach, one which reconceptualizes the subject. For example, family studies may well achieve nothing, if it continues to be taught as a skills-based subject with a knowing-how/ knowing that orientation. If the subject simply focuses on the acquisition of another set of skills, it is no less technical than some of our present approaches to home economics. If we are serious in our attempt to transform home economics, to make it more meaningful and relevant to our students, if we want to empower our students to become more autonomous, responsible members of society, then we must adopt a new approach. We must question our previous practice, we must think of new ways to assist our students towards emancipation.

A family studies program which is emancipatory in orientation is one which is concerned with confronting issues of social, political and economic importance to families. It seeks to identify the contradictions and ambiguities that exist in society. It is alert to issues of power and domination, control, manipulation and coercion, that prevail and addresses issues of social injustice, inequality and conflict within and between groups of people.

How, then, would such a program be developed? Baldwin (1989) suggests that there are three ways in which home economics can become emancipatory in its intent: 1) it must promote enlightenment; 2) it must seek to empower students, and 3) its overall goals must be emancipation of those whom it serves.

Thus, an emancipatory approach would be very different from many of the home economics programs in Australia at the present time. There would be less emphasis on the skills orientation of the subject, for instance, less stress placed on memorizing and regurgitating information, and more emphasis on investigating issues of social concern, questioning social practices, and participating in rational argumentation and debate.

For instance, family studies, from an emancipatory point of view, might be concerned with the problems of providing nourishing meals for low income families. In addition to utilizing the skills used in meal preparation, such an approach would also be concerned with the problem of why inequality of resources among families prevails. A similar stance might be taken with regard to housing. Rather than focusing on the selection of building materials for homes, an emancipatory approach would be concerned with a range of possible housing including low cost forms of housing and why some families are forced to live in substandard accommodations, especially in such an affluent society as Australia. Another issue might be child abuse. Discussions might attempt to determine why there is an escalating incidence in problems of abuse and why they are allowed to continue.

Students might also be encouraged to work in community settings such as local hospitals, women's refuges or day care centers in order to gain a clearer understanding of the problems faced by specific groups in the community. Students might even consider lobbying for special projects such as adequate community facilities for young people. Such an approach gives students access to real rather than artificially-constructed knowledge. Rather than dealing with reified, abstract or hypothetical problems, this approach enables students to grapple with the everyday issues that families must confront. Such an approach prepares students for their present and future roles as members of society.

However, an emancipatory approach would not simply engage students interest in issues relevant to the family. Other social issues which influence the day-to-day existence of students would ultimately be challenged. In addition, this approach could not be constrained within one subject area of the school curriculum. In time, learning experiences would begin to cross the compartmentalized subject boundaries as students begin to realize that these issues are not restricted to a single subject, or indeed to schooling, they are part of the fabric of society.

A family studies program which has an emancipatory orientation is thus potentially empowering. Through the experiences that engage their interest,

students gain real insight into the problems that confront individuals and families in their everyday lives. In doing so, family studies has the potential to become empowering for students, it liberates them from dogmatic domination and enables them to act with autonomy and freedom.

Singh (1987) argued that an emancipatory approach to home economics is further characterized by participatory forms of communication, decision making and action. Here, the focus is on collaboration, the active participation of students in all aspects of curriculum development. Students engage in negotiating the curriculum. Together, with the teacher, they decide what aspects of home economics will be addressed. In addition, students are actively involved in the generation of knowledge, what Singh (1987) refers to as "working knowledge", knowledge that is "grounded in the experiences and life circumstances of students and their community." This knowledge evolves through discussion, argumentation and debate and through critical reflection. Finally, Singh (1987) says, an emancipatory approach to home economics is characterized by participatory forms of action. Singh (1987) proposes that the way to engage society, social issues and social structures is through the experience of working with them. Rather than learning being confined to the classroom, he suggests that students might become involved in issues that are of community concern. Singh (1987) suggests that "the home economics department functions as a community resource, whereby it provides a research service for local community organizations."

Conclusion

The process of transforming home economics is not a simple matter, nor as Kemmis, Cole and Suggett (1983) propose is it an end point in itself. It is an ongoing process. Yet, if home economics is to survive in the 1990s and beyond it is a process that we must seriously consider. We need to ask ourselves if our present theories and practices in home economics are relevant to the present and future needs of our students or society. And, if not, how can we intervene and change our direction. In this paper, I have argued that family studies provides one orientation for home economics in Australia and by addressing the issues of significance to individuals and families we can provide an approach to home economics which is emancipatory. An emancipatory approach can empower our students in that it can enable them to become autonomous, independent, responsible members of society. As a profession, I believe we have a serious problem to address. If we are to be included in the curriculum in the 1990s we can no longer afford to

side-step this important issue. The time has come for us to intervene, to take responsibility for what we are doing in the name of home economics. We need to act before it is too late.

References

- Baldwin, E. E. (1986a). *Toward defensible theory and practice in home economics education*. Paper presented at a meeting of Australian Home Economics Administrators, Victoria.
- Baldwin, E. E. (1986b). *Home economics and quality of education*. A paper presented at a meeting of the Queensland Association of Home Economics Teachers, Brisbane.
- Baldwin, E. E. (1986c). The rise of technology. *Canadian Home Economics Journal*, 36(4), 164-167.
- Baldwin, E. E. (1987). *The need for philosophy in home economics*. Paper prepared for presentation at the Annual Conference of Home Economics Association of Queensland and Queensland Association of Home Economics Teachers, at the Brisbane College of Advanced Education, Kelvin Grove Campus, Brisbane.
- Baldwin, E. E. (1989). *Toward autonomy in the 90s. Problems and possibilities for practice in home economics*. Paper prepared for presentation at the 9th Triennial Conference of the Home Economics Association of Australia at Launceston, Tasmania.
- Brown, M. (1980). *What is home economics education*. Minneapolis-St. Paul, MN: University of Minnesota.
- Brown, M. (1984a). *Needed: A critical science perspective in home economics*. Meeting of the American Home Economics Association.
- Brown, M. (1984b). *Home economics: Proud past, promising future*. 1984 Commemorative Lecture, American Home Economics Association Meeting, Anaheim, CA.
- Brown, M. (1985b) *Philosophy studies of home economics in the United States (Vol. I and II)*. East Lansing, MI: Michigan State University.
- Brown, M. (1985b). *The need for alternative modes of research in home economics*. Paper presented at the Mid-West Regional Conference in Home Economics Education, Michigan State University, East Lansing.
- Brown, M. (1988a). *The purpose of home economics: Conceptual and political implications of critical theory*. Paper prepared for the Postgraduate Summer School in Home Economics, sponsored by the O'Malley Trust and the University of Melbourne, Melbourne, Australia.
- Brown, M. (1988b). *Appearance and reality in understanding society: Implications for home economics*. Paper presented to the Biennial Conference of the Western Region College and University Professors of Home Economics Education. Corvallis, OR: Oregon State University.
- Department of Education. (1987a) *P-10 curriculum framework*. Queensland: Department of Education.
- Department of Education. (1987b). Submission to the P-10 curriculum committee: Justification for the inclusion of a family studies strand in the P-10 curriculum framework. Queensland: Department of Education.
- Department of Education. (1987c). *Core home economics: Family studies (A work program for use in trial schools)*. Queensland: Department of Education.
- Dixon, B. (1980). *Home economics in Australian schools*. Canberra, Australia: Curriculum Development Centre.
- Henry, M. I. (1989). *Towards a critical theory of home economics: The case for home economics*. Master's thesis, University of New England.
- Home Economics Association of Australia. (1984). *Home economics in Australia: A position statement (Draft)*. Australia.
- Jehne, C. (1977). *The scope and limits of home economics*. Unpublished manuscript. Queensland, Australia.
- Jones, R. (1989). Conference summing up. *Proceedings of the Ninth Triennial Conference of the Home Economics Association of Australia Inc.*, Launceston, 145-147.
- Kemmis, S., Cole, P., & Suggett, D. (1983a) *Toward the socially-critically school*. Victoria: Victorian Institute of Secondary Education.
- Logan, G. (1981). *A centenary of home economics education in Queensland: 1881-1981*. Brisbane: Department of Education, Information and Publications Branch.
- Mander, E. (1987). A social-historical perspective on the development of home economics - human development and society. *Journal of Home Economics of Australia*, XXX(1), 7-14.
- Reiger, K. (1990). *Feminism and the future: Past lessons and present possibilities*. Opening address at Queensland Association of Home Economics Teachers Professional Development Seminar, Brisbane.
- Singh, M. G. (1987). *A home economics program with a socially critical perspective*. Paper presented at the Inaugural Joint Conference of the

Queensland Association of Home Economics Teachers and the Home Economics Association of Queensland, Brisbane.

- Smith, L. (1983). The role of women in society and their effect on technical education - domestic economy. *Proceedings from the Seventh Triennial Conference of the Home Economics Association of Australia*. Sydney, Australia, 62-66. •••

Continued from page 143.)

- Oettinger, A. (1969). *Run, computer, run: The methodology of educational innovation*. Cambridge, MA: Harvard University Press.
- Petrich, B. (1987). Computers in home economics teacher education: Survey data related to decision-making. *Journal of Vocational Home Economics Education*, 5(1), 51-58. •••

(Continued from page 155.)

Having a child later in life is a personal decision and one that each couple needs to enter into with careful thought and discussion. Home economists will find the research helpful in providing information that can be conveyed to those who are considering their options regarding the birth of the first child.

References

- Callan, V. J. (1986). The impact of the first born: Married and single women preferring childlessness, one child, or two children. *Journal of Marriage and the Family*, 48(2), 261-269.
- Freeman, S. L., Ryan, C. W., Mehnert, W. O., & Sullivan, L. J. (1984). Delayed parenthood: Implications for school counselors. *The School Counselor*, 31(4), 366-372.
- Griffin, J. D., Koo, H. P., & Suchindran, C. M. (1985). Childbearing and family in remarriage. *Demography*, 22(1), 73-88.
- Hack, M., Famaroff, A., Klaus, M., Mendelawitz, B., & Merkat, I. (1979). Neonatal respiratory distress following elective delivery: A preventable disease. *American Journal of Obstetrics and Gynecology*, 126, 43-47.
- Issod, J. L. (1987). A comparison of "on-time" and "delayed" parenthood. *American Mental Health Counselors Association Journal*, 9(2), 92-97.
- Kirz, D. S., Dorchester, W., & Freeman, R. K. (1985). Advanced maternal age: The mature gravida. *American Journal of Obstetrics and Gynecology*, 152(1), 7-12.
- Mansfield, P. K. (1986). Re-evaluating the medical risks of late childbearing. *Women & Health*, 11(2), 37-60.
- Mansfield, P. K. (1987). Teenage and midlife childbearing update: Implications for health educators. *Health Education*, 18, 18-23.
- Mansfield, P. K. (1988). Midlife childbearing: Strategies for informed decision making. *Psychology of Women Quarterly*, 12, 445-460.
- Martel, M., Wacholder, S., Lippman, A., Brohan, J., & Hamilton, E. (1987). Maternal age and primary cesarean section rates: A multivariate analysis. *American Journal of Obstetrics and Gynecology*, 156, 305-308.
- Mayer, N. (1978). *The male mid-life crises*. New York: Doubleday.
- Roosa, M. W. (1988). The effect of age in the transition to parenthood: Are delayed childbearers a unique group?. *Family Relations*, 37(3), 322-327.
- Stein, Z. (1985). A woman's age: Childbearing and childrearing. *American Journal of Epidemiology*, 121, 327-340.
- U. S. Bureau of the Census. (1987, December). *Marital status and living arrangements: March 1986*. Current population reports, series p-20, no. 418. Washington, DC: U. S. Government Printing Office.
- U. S. Bureau of the Census. (1988, March). *United States population estimates by age sex. and race: 1980 to 1987*. Current population reports, series p-25, no. 1022. Washington, DC: U. S. Government Printing Office.
- Ventura, S. J. (1989a). First births to older mothers, 1970-86. *American Journal of Public Health*, 79(12), 1675-1677.
- Ventura, S. J. (1989b, June). *Trends and variations in first births to older women 1970-1986*. Vital Health Statistics, series 21, no. 47. Hyattsville, MD: U. S. Department of Health and Human Services, Public Health Service, Centers for Disease Control, National Center for Health Statistics.
- Winslow, W. (1987). First pregnancy after 35: What is the experience? *Maternal-Child Nursing Journal*, 12, 92-96. •••

PUBLICATION GUIDELINES

1. Articles, lesson plans, teaching techniques are welcome.
2. Submit two double spaced, typewritten copies. For computer generated manuscripts, please send a diskette along with the required number of hard copies. Include the name of the word processing program and give the file name of the manuscript.
3. Include any visual aids or photographs which relate to the content of the manuscript.
4. Include a 3 1/2 x 5 black and white glossy photo of the author, as well as current professional position, location, and title.
5. Document your references using APA style.
6. Submit articles anytime.
7. Editorial staff make the final decision about publication.
8. Please forward articles to:

Illinois Teacher
347 Education Building
1310 South Sixth Street
University of Illinois
Champaign, Illinois 61820

Send for: "Information for Prospective Authors"

University of Illinois
at Urbana-Champaign

Illinois Teacher
347 Education Building
1310 S. Sixth St
Champaign IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED

Non Profit Org
↓ S Postage

PAID

Champaign, IL 61820

Permit No. 75

Illinois Teacher of Home Economics

ISSN 0739-148X

A publication of the Division of Home Economics Education,
Department of Vocational and Technical Education,
College of Education, University of Illinois,
Champaign, Illinois 61820

Illinois Teacher Staff

Mildred Griggs, Professor and Editor

Norma Huls, Office Manager

Jane Chambliss, Technical Director

Sally Rousey, Graduate Assistant and Ph.D. Candidate

Linda Simpson, Graduate Assistant and Ph.D. Candidate

Other Home Economics Education Division Staff and Graduate Students

Alison Vincent, Graduate Assistant and Ph.D. Candidate

Address: ILLINOIS TEACHER

University of Illinois

347 Education Building

1310 S. Sixth Street

Champaign, IL 61820

Telephone 217/244-0820

© 1991

Hello and So Long

Under normal circumstances, we, the staff, are in a celebratory mood when we get an issue of the *Illinois Teacher* ready to go to the press. This time our mood is somber and we feel a great deal of regret and sorry because this, the fifth issue of volume 34, is the final issue of the *Illinois Teacher of Home Economics*.

We have anguished over this decision for some time. However, due to the declining number of subscribers (and consequently the reduced amount of income from subscriptions and the sale of material) and the escalating cost of producing and mailing the Journal, we have no other recourse. Our circulation has gone from 5600 in 1976-77 to less than 2000 currently. I am sure that there are many things that have contributed to this tremendous decline. I won't speculate about what they are. I know, however, that we have been affected by them. We have a history of getting by on a limited budget but we are now stretched beyond our limit.

Thank you for your support, encouragement, and words of appreciation in the past. The former editors, staff and writers richly deserve this recognition. The *Illinois Teacher* began with the late Letitia Walsh, then Chairperson of Home Economics Education at the University of Illinois. It was subsequently edited by other faculty including the late Elizabeth Simpson Pucinski, the late Mary E. Mather, and Hazel Taylor Spitze. A large number of our graduate students have worked on the staff, edited issues, and written articles. Sometimes the work of our undergraduate students was published in *Illinois Teacher*. Many people in the profession across the U.S. and in some foreign countries have shared their work via *Illinois Teacher*. We are thankful that for the past 34 years we were able to provide a voice for home economics and the profession.

We hope that you will take advantage of our inventory closeout sale to purchase, at extremely low cost, back issues of the *Illinois Teacher*, Innovative Teaching Techniques (including the Home Economics Low Literacy Materials, Self-Teaching Booklets, Games and Simulations, and Reference Materials), and, *Illinois Teacher* Conference Proceedings. The order form is printed at the end of this issue. Please complete it and mail it to this address: *Illinois Teacher*, 51 E. Armory, University of Illinois, Champaign, IL 61820. This offer is available through July 31, 1991.

Thank you and best wishes,
Mildred Barnes Griggs, Editor

Financial Planning Education — It's Never Too Early

Barbara O'Neill
Associate Professor and
Extension Home Economist
Department of Home Economics
Cook College
Rutgers University
New Brunswick, NJ



As much as \$81 billion is spent annually by children and teenagers, who have the largest discretionary income of any age group in the country (Coleman, 1990). They also influence the spending of up to \$200 billion more by their parents and have access to over 3.5 million credit cards (College for Financial Planning, 1990a). How do teenagers get all this money? The old-fashioned way, they earn it. Teens make up 10 percent of the U.S. labor force with about 56 percent of 12- to 17-year-olds employed (Horner, 1984).

More and more, today's teens are going to school by day, working by night, and spending their money on weekends. Nearly half own their own television sets and about 20 percent own video cassette recorders (Leichner, 1990). Fifty-six percent of 1,858 high school students nationwide, who responded to a 1990 survey by The College for Financial Planning, held jobs while maintaining a full academic schedule (College for Financial Planning, 1990b). The study revealed that, of those who worked, 62 percent spent 16 or more hours per week on the job.

In light of these figures, it is imperative that students learn the basics of the financial planning process. Yet, many graduate from high school without a basic comprehension of what it takes to manage money in today's world. One reason is that educators often disagree about the definition of "an economic education." Some believe that the curriculum should focus on economic concepts, such as supply and demand, while others want to stress career or business education. There is also a school of thought that believes that economics should be presented in a way that is directly relevant to students' lives.

What worries kids about the future? A 1990 survey of 26,946 teens showed that concern about financial security is something children are learning from

their parents. A full 74 percent said they were concerned about finding a good job and 67 percent about supporting a family (Barrett, 1990). This same sample of youth aged 12-16 also expected to earn a \$50,000 median income by age 30.

Clearly, students need a heavy dose of "reality training" before they graduate from high school. Parents, educators, and school policy makers need to be concerned about the students' role as consumers. Unfortunately, with almost any new educational program thrust, funding is a primary concern. It takes scarce tax dollars to train teachers, develop a curriculum, and purchase the textbooks and other necessary materials. Many American parents also never get around to teaching their children money management skills. Like sex education, fear, lack of time, and lack of know-how are common explanations given.

Fortunately, there is a way for educators to help counter the "financial illiteracy" of the nation's youth. The College for Financial Planning in Denver developed a financial planning curriculum called the High School Financial Planning Program (HSFPP) and has spent more than \$1 million developing the program, which it began testing in Denver schools in 1984 (Financial Planning, 1989). To date, more than 101,200 students in 1,540 schools have participated (Schiever, 1990). The HSFPP is available free of charge to public and private schools and youth organizations (e.g., 4-H clubs) throughout the country.

The goal of the HSFPP is to provide a solid background in basic financial concepts (e.g., compound interest, the "large loss principle" for risk management) and relate them to real-life situations such as opening a bank account and purchasing car insurance.

Unlike some class materials developed by businesses that are decidedly biased in approach and content, the HSFPP is strictly educational in nature with no product orientation and nothing to sell. The program was designed to be incorporated into a variety of classes, including home economics, business, economics, math, or social studies, and can be completed in as few as 10 classroom hours or over a longer period of time as specified by the classroom teacher.

The HSFPP materials were designed to allow instructors flexibility in presenting the information.

The program is divided into six units and employs a building-block format to move from one unit to the next (College for Financial Planning, 1990a). The topics of the six units are as follows:

1. **Understanding the Financial Planning Process** helps students gain a basic understanding of the steps in the financial planning process, including goal setting and decision making. In this unit, students develop personal and financial goals and objectives and begin to track their income and spending.

2. **How Income Affects Your Goals** provides students with an understanding of the roles education, earning, and protecting income play in the financial planning process. Concepts discussed in this unit include variables affecting a career choice, the difference between net and gross income, and payroll deductions.

3. **Managing Income and Credit** explains the budgeting process, and the importance of effectively managing income, spending, and credit. Students learn the various uses and sources of credit, the implications of debt, and factors to be considered in applying for credit.

4. **Owning and Protecting Your Assets** concentrates on the need to protect one's assets against personal or financial loss. Essential concepts include the various types of insurance, how insurance works, and factors that determine the cost of insurance.

5. **Saving to Achieve Your Financial Goal** emphasizes the importance of saving and investing to meet financial goals. Students examine how time, money, and rates of interest relate to meeting specific financial goals, the relationship of risk and reward, and investment alternatives.

6. **Taking Control with Your Own Financial Plan** helps students integrate the material learned in units one through five. This unit focuses on the culmination of the financial planning process, and developing a financial plan to meet established goals.

A 500-page HSFPF instructor's manual contains teaching outlines, transparency masters, class handouts, learning activities (e.g., case studies), student assignments and exams. In addition, a 113-page workbook is provided for each student. To obtain a copy of the curriculum and enroll in the HSFPF, contact The College for Financial Planning at (303) 220-1200 or a local sponsor (certified financial planner or extension agent).

In 1988, The College for Financial Planning implemented the HSFPF state representative system through the Cooperative Extension Service. The following 18 states currently have designated state representatives: Arizona, California, Florida, Idaho, Kansas, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, Oklahoma, South Carolina, South Dakota, Tennessee, Vermont, Virginia and West Virginia. For further information about the HSFPF in these states, contact your county extension home economist or state extension family resource management specialist.

So what's "the catch?" In return for the free materials, The College for Financial Planning expects classroom teachers to send them updated student enrollment figures and a written evaluation each time the course is conducted. This way, new ideas can be fed into the program for future additions to or revisions of the course.

With money flowing in and out of teenagers' pockets at an ever-increasing rate, consumer education is a necessity, not a luxury. The HSFPF is an ideal way for home economics educators to provide students with the information they need for a lifetime of financial responsibility.

References

- Barrett, M. E. Third annual teens back to school '90 issue," *USA Weekend*, August 17-19, 1990, pp. 4-5.
- Coleman, P. (1990). Money management in education. *What's New In Home Economics*, May/June, p. 6.
- College for Financial Planning. (1990a). *High school financial planning program* (HSFPF brochure). Denver.
- College for Financial Planning. (1990b). *High school financial awareness survey*. Denver.
- Financial Planning. (1989). Not just kid stuff. January, p. 13.
- Horner, B. G. (1984). How teens spend \$45 billion a year. *Co-ed*, September, p. 44.
- Leichner, J. (1990). The power of teen consumers. *What's New In Home Economics*, September/October, pp. 26-27.
- Schiever, E. Letter to HSFPF State Representatives, College For Financial Planning, November 16, 1990. •••

Home and Career Skills in Nevada

Amy Heintz
Education Consultant
Home Economics Education
Nevada Department of Education
Carson City, NV

The author is indebted to: **Jean Stevens, New York Department of Education:** For giving of her time and her willingness to share experiences in the development of the New York Home and Career Skills Program as well as assisting us with site visitations in New York; **Mary Monroe, Utah Department of Education:** For her willingness to share the Utah TLC curriculum as well as assisting us with site visitations in Utah; **Eunice Foldes, Research Associate, University of Nevada Reno:** For her outstanding leadership in coordinating the inservice workshops for Nevada Home and Career Skills teachers; **The Nevada Home and Career Skills teachers:** For their dedication, perseverance and sense of humor which saved us all; and **Bill Trabert, State Director of Occupational and Continuing Education:** For his support of this project.

History

In Fall of 1987, the Nevada State Board for Occupational Education appointed a Task Force on Occupational Education to review and update courses of study in occupational education that were new programs for a new age. The Task Force, made up of Business and Industry representatives and educators, developed the objectives and validated the competencies for a course and study in Home and Career Skills. The course of study is an outline that includes broad general objectives describing student performance. In May, 1988, the State Board adopted the course of study for Home and Career Skills into the Nevada Administrative Code effective September 1, 1992.

During the 1988-89 and 1989-90 school years, four school districts were funded through the Carl D. Perkins Vocational Education Act to implement the course of study in Home and Career Skills in seven project sites.

In 1988, at the request of local school district administrators, the Nevada Department of Education agreed to assist school districts by coordinating the development of a curriculum and providing teacher inservice workshops for this new program. A committee of local administrators set the agenda and determined the content, format and parameters of

the curriculum to be developed. The actual work, writing and selection of materials was completed by a committee of district appointed home economics teachers who developed this competency-based curriculum to meet the course of study requirements for Home and Career Skills. This curriculum is not a mandate; it is a guide and a resource from which district curriculum writers and teachers may choose to develop their own curriculum based upon their individual needs.

Rationale

By the young age of 15, substantial numbers of American children are already at-risk. They may reach adulthood unprepared and unable to:

- Meet the requirements of the workplace;
- Commit to successful relationships with family and friends; and
- Participate responsibly in a democratic society.

These young people, who were born as recently as 1975, are extremely vulnerable to multiple high-risk behaviors and school failure. It is alarming to watch these youth demonstrate their feelings of alienation from school and society as they increase their substance abuse, school absenteeism and too may drop out of school. At a time in their development when the ability to learn is at a peak, the engagement of these at-risk youth in learning is diminishing. The equation is a sad and wasteful one:

- While the numbers of youth disengaged from the educational system grow competition in the global economy requires a highly educated and trained work force; and
- We face the spectre of a divided society: one affluent and well educated, the other poor and illiterate.

To most of us this is terrifying information and for some of us, especially parents, this information is overwhelming. Part of the problem results for the fact that the majority of adolescent reach puberty before they have the mental and social maturity to deal with peers and the middle junior high school environment. As daily life becomes more complex, it is increasingly important that our students learn how to take responsibility for their own lives.

The Program

The Home and Career Skills curriculum is organized into four interrelated and interdependent units:

- Process Skills
- Personal Development
- Personal and Family Resource Management

- Career Planning
(See Table 1)

The Home and Career Skills course concentrates on the development of the cognitive process of decision making, leadership, management and problem solving skills needed to solve the challenges of

Table 1
Components of Home and Career Skills Course of Study

Process Skills	Personal Development	Personal and Family Resource Management	Career Planning
Decision Making Problem Solving Management Leadership	Application of process skills to individual lives and relationships including: Self Esteem Peer Pressure Parenting Family Relationships	Application of process skills to the individual resources regarding: Food and Nutrition Clothing Awareness Personal Environment Consumerism	Application of process skills to individual resources regarding: Career Awareness Worker Traits Employability Skills Entrepreneurship

daily living and choosing alternatives that result in positive consequences. This program is designed to prepare adolescents to meet their present and future responsibilities as family members, consumers, home managers and wage earners. It includes:

- Process Skills: The ability to do things that often involves a number of steps. Topics for discussion may include:
 - a) Distinguishing between habitual, daily and policy decisions (level);
 - b) Recognizing that decisions may be economical, technical, and social decisions;
 - c) Recognizing that the same decision differs in terms of frequency, classification and complexity for different individuals.
- Personal and Social Development: Understanding self, personal potential, and their relationships with others.
- Personal and Family Resource management: Time and financial management, consumerism, wardrobe planning, nutrition, wellness and living space; and

- Career Planning Skills: Entrepreneurship: Employment skills, career exploration and tentative career choices. Topics for discussion may include:

- a) Describing three examples of tangible and intangible rewards of paid work;
- b) Describing three examples of tangible and intangible rewards of non-paid work;
- c) Discussing the "value of work" to the worker and to society; and
- d) Discussing "job satisfaction" and how it may change over time.

Instruction is designed to allow students to develop higher order thinking skills:

- Critical thinking: solving problems, making decisions;
- Problem solving: reaching a specific goal by resolving identified problems; and
- Reasoning: making a judgment based on facts, values and attitudes.

Instruction is also designed to allow students to develop employment skills:

ACADEMIC AND CRITICAL THINKING SKILLS

English Language

- Reading Comprehension
- Writing
- Speaking
- Communication
- Listening

Computational Skills

- Whole Numbers
- Fractions
- Decimals
- Percent
- Measurement and Calculation
- Make Change

Computer Application

Critical Thinking

- Transfer of Information
- Development of Work Plan
- Decision Making
- Problem Solving
- Reasoning Skills
- Product or Performance Evaluation

Creative Thinking

- Create Original Products
- Modify Former Products

DEVELOP PRE-EMPLOYMENT SKILLS

Individual Career Plan

Labor Market Awareness

Job Acquisition, Management

- Progression and Change
- Job Search Skills
- Resume and Cover Letter
- Job Application Forms
- Successful Interviewing Skills
- Job Retention Skills

DEVELOP WORK MATURITY TRAITS

Interpersonal Skills

- Initiative
- Integrity
- Positive Attitudes Toward Work
 - Confidence
 - Reliability

- Dependability
- Work Efficiently with Others
 - Cooperation
 - Accepts Divergent Points of View
 - Adapts to Change
- Effective Working Relationships

Personal Management Skills

- Self Discipline
- Job Responsibility
- Dependability
- Effective Use of Time (Set Priorities)
- Appropriate Dress for the Job

The curriculum has 37 measurable objectives which are completed by the end of eighth grade. It is designed to be taught in 27 or 30 weeks. There are 20 out of 39 middle/junior high schools in Nevada where this program is taught. It is taught by the home economics teacher. Home and Career Skills is a growing program in Nevada. Many creative ways have been developed to assure that this program is available to all students without cutting out other instructional programs.

The curriculum is competency based with competencies validated by business and industry. There is an individual student competency profile which includes a certificate of completion. Teachers complete the profile, noting students success rates, as the student moves through the program. The curriculum is 75 percent hands-on. Technology (i.e., computers, video cassette recorders, camcorders, etc.) is an integral part of the instructional delivery system as is cooperative learning.

The curriculum units are color coded so that when activities are dovetailed to teach competencies from more than one objective, the pages can be replaced in the appropriate unit at the completion of the activities. Activities from published materials are used as resources but not printed therein. Teacher developed activity sheets are contained in the document and printed in white so they are easily reproducible.

The Home and Career Skills program replaces the traditional home economics program. Home economics teachers are the teachers most qualified to teach the program. They work directly with the school counselor in presenting the Career Planning unit as the Home and Career Skills program is the vehicle in Nevada by which the comprehensive Career Guidance program is delivered to seventh and eighth grade students.

The numbers of home economics teachers teaching the program have gone from four to twenty in

(Continued on page 169.)

Middle School Home Economics Curriculum Development in Georgia

Willodean D. Moss
Head and Associate Professor
Consumer and Family Sciences
Berry College
Mount Berry, GA



Martha S. Staples
State Supervisor
Home Economics Education
Georgia Department of
Education
Atlanta, GA



Introduction

In the 1980s under the leadership of Governor Joe Frank Harris, the Georgia legislature passed the Quality Basic Education Act. Part of this Act included a component for statewide curriculum development including the update and revision of guides every five years. Phase one of the process calls for a task or competency list for each curriculum that will meet the Quality Core Curriculum, minimum objectives to be taught for each content area that will reinforce the requirement for basic skills which are defined as reading, writing, speaking, viewing, listening, mathematics, reasoning and computer literacy. Basic skills are interdependent with each other and are necessary tools for acquiring skills and knowledge in all academic subjects and disciplines. These basic competencies or abilities must be developed to serve as tools for acquiring and applying other skills and knowledge (Georgia Department of Education, 1987).

The Berry College Consumer and Family Sciences Department was awarded a contract for developing the task list during 1990 and another for developing the home economics middle school curriculum guide during 1991. Georgia middle school home economics teachers were chosen by the Home Economics Unit of

the State Department of Education to be the writers for both phases of the project.

Review of the Literature

Home economics in the Georgia middle school is one of the exploratory courses designed to meet the needs of the middle school student. Exploratory courses must:

- reinforce knowledge and skills that foster the development of logical and critical thinking;
- expose students to various high school subject areas so as to facilitate decisions concerning electives in high school;
- focus upon knowledge and skills currently or eventually useful to students (Georgia Department of Education, 1987).

The primary focus is on maintaining and/or developing a positive self-concept, relationships with peers and family members, and enhancing personal growth of the student in all areas including career choice education.

These objectives must fit into the goals of Georgia middle schools and be congruent with the middle school concept. The objectives include:

- interdisciplinary teaching teams of academic teachers with a flexibly scheduled day and a common planning period;
- an exploratory program (including home economics) which gives students opportunity to explore short term, high interest topics; (The Georgia State Department of Education *Taxonomy of Approvable Courses and Classification of Instructional Programs* (1987) states that exploratory home economics instructional programs provide individuals in elementary, middle, and junior high schools the opportunity to explore all home economics subject matter areas, including instruction in the development of positive self-concepts: understanding personal growth and development; and relationships with peers and

family members in becoming contributing members in the home, school, and community.)

- a physical education and health component; continued orientation and articulation of school goals for students, parents and teachers;
- a core curriculum which encourages personal development, continued learning skills, and basic knowledge (Alexander & George, 1981; Georgia State Department of Education, 1987).

The curriculum being developed must focus on the needs of middle school students at their developmental stages:

- rapid physical growth;
- concern over body conformation;
- the beginning of abstract thinking;
- egocentric fear of what others think of them;
- an identity formation that achieves a balance between self and society (Dohner and Kister, 1990).

Methodology

The objective of the total project was to design a curriculum that will more readily meet the perceived needs of the middle school student. The first step was a study of curricula from various school systems (see Appendix) from which a list of 160 items now being taught was compiled and grouped into compatible categories. This list was distributed to:

- Georgia middle school principals - 380;
- curriculum directors where applicable - 380;
- all middle school home economics teachers - 205;
- parents from ten randomly selected middle schools classes - 300.

Each person was asked to rate each item on a scale of 1 - 5 with 5 being high as to whether or not they perceived the item as being important in the life of the middle school student.

In August at the state inservice meeting for vocational teachers, a session was held for middle school teachers to enable them to make suggestions regarding any aspect of the project.

The results of the mail survey were computed and all items scoring between 3 and 5 were grouped into logical areas by the teacher/writers, the subject matter monitor from the State Department of Education and the project director. These survey results were reviewed by the state supervisor for Home Economics Education and the liaison with the division for curriculum development. The teacher/writers then developed task analysis worksheets which were reviewed, areas were redefined, the scope and sequence for the three grade levels was established and in some cases items were combined.

Finally, a technical committee made up of teachers, representatives from business, and an extension agent reviewed the materials and made suggestions. These worksheets are now being refined and will be used as the basis for the curriculum guide development to be completed during 1991.

Summary of the Data

Total surveys returned were 321 or 25 percent. The breakdown by group is as follows: 102 principals or 27 percent; 52 curriculum directors or 11 percent; 33 parents or 11 percent; 124 home economics teachers or 61 percent, the highest rate of return for any group; and 6 completed by various other persons such as the wife of one principal because he knew "nothing about home economics." One counselor said that home economics should not be taught to anyone at any time anywhere!

Approximately 60 middle school teachers participated in the workshop held in August. Their suggestions proved very helpful in grouping items and in making decisions as to which grade level each concept should be assigned. Many good suggestions were also made as to the curriculum guide contents and ways by which it might be designed to be of optimum use.

Items were grouped into the following areas and grade levels:

Grade 6 -	Family Living Personal Development
Grade 7 -	Foods, Nutrition and Wellness Child Care
Grade 8 -	Space and Resource Management Clothing Skills and Application

In the present organization of the competencies, the sixth grade will focus on self-esteem, self-concept, physical development, social development, interpersonal relationships outside the family, roles and responsibilities as a family member, freedom and responsibility, values clarification, decision making, personal budgeting, communication skills, and leadership development. At the seventh grade level the curriculum will focus on the importance of

eating a variety of foods, the economic aspects of food, nutritious snacking, food purchasing, using mixes in food preparation, food safety and sanitation, social, psychological and cultural aspects of food, child safety and babysitting.

At the eighth grade level the curriculum will focus on textiles and its relationship to the selection and care of clothing, the use of the sewing machine and mending; management of time, personal energy and money; care and organization of clothing and personal living space; conservation of natural resources; and good consumer practices.

The CHEC System (Consumer Home Economics Careers System) will be introduced at the sixth grade level and utilized as an optional component of the curriculum in all home economics classrooms equipped with the program.

Implications

The project staff has developed a curriculum that focuses each year on different topics and incorporates the laboratory days of 25 percent required by QBE and is determined to devise a method of making the guide "user friendly" whether the teacher is teaching a 6, 9, 12 or 18 week term.

One of the primary goals of the new curriculum is for the student to have a very good experience so that s/he will want to take additional courses in subsequent years. The best teachers possible will be teaching an interesting, appropriate and important curriculum to a very critical age group of young people. These teachers will be trained at inservice workshops and at the summer teachers' conference. Teacher educators will have copies of the curriculum guide so that new teachers will be familiar with the subject matter content.

This project will help more teachers make a positive difference in the lives of individuals and families.

References

- Alexander, W. M., & George, P.S. (1981) *The exemplary middle school*. New York: Holt, Rhinehart and Winston, Inc.
- Dohner, R. E., & Kister, J. (1990). Approaching home economics curriculum at the middle level. *Illinois Teacher*, 12(6), 47-49.
- Georgia Department of Education. (1987). *Exhibit B: Student competencies required by Quality Basic Education Act*. Atlanta, GA.

Appendix

Cobb County School District, *Teacher's Topic Outline - Home Economics Program*. (Eighth Year, Sev-

enth Year, and Sixth-Year Program.) Marietta, GA: Cobb County School District.

Department of Home Economics Education for U.S. Department of Education, Office of Research and Improvement. *Exploratory Home Economics for Early Adolescents*, (1986). Ames, IA: Iowa Curriculum Assistance System.

Instructional Materials Laboratory. (1987). *Competency-based scope and sequence for vocational home economic programs in Missouri*. Columbus, MO: Instructional Materials Laboratory.

Maryland State Department of Education, Division of Instruction, Division of Vocational-Technical Education. *Enhancing Thinking in Vocational Programs*. Baltimore, MD.

Minnesota Instructional Materials Center, *Middle School - Junior High Co-Educational Mini-Units in Home Economics*.

Oregon State University. (1987). *Middle school/junior high home economics*. Corvallis, Oregon: College of Home Economics.

Pough, C. R. (1989). *South Carolina Guide For Middle School Home Economics*. Prepared by South Carolina Department of Education for U.S. Department of Education, Office of Educational Research and Improvement. Columbia, SC.

State of Oregon, *Department of Education Home Economics Foundational Course Outline*. Salem, OR.

Tennessee State Department of Education, Division of Vocational-Technical Education. *Teen Living - A Curriculum Guide for Teachers, Consumer and Homemaking Education for Grades 5,6,7, and 8*. Nashville, TN.

West Virginia Department of Education, (1988). *BASE Home Economic Curriculum Grades 5-8, Utilization Handbook* developed in cooperation with Department of Home Economics at Marshall University, Huntington, West Virginia.

...

(Continued from page 166.)

three years. They continue to participate in department coordinated inservice workshops.

There is more work to be done, however. All middle/junior high school home economics teachers in schools where Home and Career Skills will be taught need to receive inservice workshops in how to teach this process based course of study. The 1991 Nevada State Legislature is considering one-time funding to secure basic equipment for all classrooms where the program still needs to be implemented. And finally, we need to proceed with the development of competency based courses of study in home economics education for grades nine through twelve. We look forward to these challenges. ...

What Do Students Need to Know?

Dixie J. Torres
Home Economics Teacher
Adams High School
Adams, NE

Kendra Vance
Project Assistant
and
Julie M. Johnson
Associate Professor
University of Nebraska
Lincoln, NE



Dixie J. Torres

Kendra Vance

Julie M. Johnson

Several factors are important when evaluating curriculum. Besides considering each specific course, its content, and the concepts to be included, an assessment must be made of societal conditions relevant to that course content. Another essential component to the assessment process requires that the needs of learners and their developmental stage be the focus for course content determination and means of delivery. Following the report, *A Nation at Risk* in 1983, politicians, school administrators and educators evaluated what appeared to be ineffective and inefficient learning systems. The response by curriculum developers was to implement changes in the subject requirements for math, science, computer science, reading, and writing in the belief that these changes were the necessary ingredients for improving the literacy of young people. Although many of these changes were made in school districts across the nation, student performance has not improved significantly. In addition, these changes have not helped young people cope with complex societal pressures. This fact appears to be demonstrated by the increased incidence of teen pregnancy, teen alcoholism and teen suicide.

The content within the subject of home economics can provide learning experiences to meet the needs of youth in a changing society. Jorgenson and Haley (1985) identified the following societal problems and conditions which can be addressed in home economics: functional illiteracy, family abuse, adolescent pregnancy, economic/social problems of changing family structures, alcohol/drug abuse, ethnic diversity, and an aging population. Even though these issues need to be addressed broadly in an entire school curriculum, home economics subject matter areas are especially unique and suited to guiding the cognitive and affective development of young people in these areas.

But to what extent are youth themselves able to participate in the curriculum decision making process? Spitze (1985) visited 190 home economics classrooms in 40 high schools in different parts of the nation. From her observations of the strengths and weaknesses of specific curricula, she was prompted to recommend: "More active involvement of students—physically, intellectually, and emotionally—in their own learning activities" (p. 11). Riggers (1985) voiced a similar opinion that students themselves ought to be involved both in planning and implementing their learning.

When curriculum developers begin their task of assessing the needs for a school district's curriculum, all groups and individuals within a community see themselves as significant participants in defining what ought to be included. The results of a national survey conducted by Martin, Saif, and Thiel (1987) indicated that "at least two thirds of the respondents thought that administrators, supervisors, teachers, students, the board of education, parents, and community representatives should be involved in curriculum development" (p. 46). Although students were seen as logical participants in the curriculum development process, students participated very little. They were involved less than parents and other groups.

Student effectiveness could be enhanced, and they might become more responsible for their learning if they had more opportunity for participatory decision making (Wagner, 1987). The research by Martin et al. (1987) indicated a surprising fact: those people whose needs must be addressed in any curriculum change were among the least involved in the curriculum decision making process.

Johnson's (1986) Home Economics Needs Assessment form was used to conduct a survey in the spring of 1989. Senior students in high school home economic classes gave their perceptions of the importance of 136 concepts in the home economics curriculum. Questionnaires were mailed to home economics teachers in 22 schools in economically depressed counties in a midwestern state. The questionnaire was completed by 174 senior home economics students.

The concepts on the survey form were divided into eight subject matter areas: consumer education (17 concepts), management and other processes (9 concepts), basic employability skill (10 concepts), food and nutrition (19 concepts), housing and home furnishings (20 concepts), child development/ parenting (21 concepts), family relationships (22 concepts), clothing and textiles (18 concepts). Possible responses ranged from 1 = not important to 5 = essential. Means were calculated and analyzed statistically using *t* tests with Tukey-(HSD) follow-up procedures. Students' mean scores ranged from 3.30 (clothing and textiles) to 3.98 (child development/parenting).

In 1987, Vance conducted a survey of high school home economics teachers. Teachers were asked to what extent they emphasized the same 136 concepts that were on Johnson's Home Economics Needs Assessment form in their teaching. Scores for teach-

ers were assigned from 1 = not included to 5 = greatly emphasized. Teachers' mean housing and home furnishings) to 4.03 (child development and parenting). Comparisons were made between the findings of both studies that revealed there were differences between students' perceptions of subject matter and specific concepts they needed and the home economics teachers' perceptions of what is emphasized in their teaching (See Table 1).

Significant differences were found between the responses of the students and teachers in four subject mskills as essential yet, teachers did not report emphasizing at a level that corresponded to the students' perceived need. Conversely, students perceived the subject matter areas of management and other processes, food and nutrition, and clothing and textiles to be less important than the emphasis teachers reported placing on these areas in their teaching. The areas of food and nutrition as well as clothing and textiles represent two areas that Spitze (1985) observed being taught most frequently in the home economics classroom. It is ironic that students who are more likely to experience this content in home economics classes do not perceive it to be as important as what teachers emphasize. Home economics teachers have often said that students want to cook and sew; therefore, they include these traditional areas. Evidence from this study does not support this reasoning.

Table 1. Differences Between Students and Teachers for Subject Matter Areas

Subject Matter Areas (Number of Concepts)	Students (N=174)	Teachers (N=45)
Child development/parenting (21)	3.98	4.03
Basic employability (10)	3.89	3.43*
Family relationships (22)	3.76	3.75
Management at home furnishings (20)	3.43	3.42
Consumer education (17)	3.41	3.52
Food and nutrition (19)	3.31	3.75*
Clothing and textiles (19)	3.30	3.71*

*Significant Difference

Note: Scores used in the student questionnaire were assigned as follows: 1 = not important, 2 = little importance, 3 = important, 4 = very important, 5 = essential.

Scores used on the teacher questionnaire were assigned as follows: 1 = not included, 2 = not emphasized, 3 = somewhat emphasized, 4 = moderately emphasized, 5 = greatly emphasized.

In addition to looking at the overall subject matter areas, each concept within these areas was analyzed to determine whether or not significant differences existed between what teachers emphasized and what students thought was important. Listed below are those concepts where significant differences existed. Students perceived these concepts to be more important than what teachers emphasized. If teachers placed more emphasis on these concepts in the eight subject matter areas, students' perceived needs might be met more effectively.

Child Development/Parenting

1. Child abuse
2. Safety/first aid
3. Selecting daycare/nursery school services
4. Parenting affects society

Basic Employability

1. Job application
2. Effective communication
3. Job hunting techniques
4. Job training knowledge

Family Relationships

1. Preventing family violence
2. Characteristics of life partner
3. Identifying special needs
4. Caring for elderly

Management and Other Processes

No concept within this area was as important for students as what teachers emphasized.

Housing and Home Furnishings

1. Legal rights/influencing change
2. Caring for home
3. Government and housing
4. Culture/housing future

Consumer Education

1. Insurance
2. Taxes/social security
3. Financial records
4. Transportation

Foods and Nutrition

1. Consumer agencies
2. World food supply

Clothing and Textiles

1. Choosing clothing budget
2. Clothing/life cycle
3. Altering and recycling clothing

How might these differences impact curriculum development and student participation? Innovative teachers should consider a variety of ways to include students in curriculum decision making. Home economics students could participate in a needs assessment to identify specific needs in either one or all subject matter areas. These results could help to define a school district's needs when curriculum is evaluated, and identify changes which might be made for course offerings. At the beginning of a year, students could brainstorm subject matter concepts that would best meet the needs of class members and prioritize their ideas. Several times during the year, students and teachers could assess what needs have been met and determine which ones remain to be addressed. Students might also serve on advisory committees to help make decisions about relevant issues.

One goal for developing curriculum is to facilitate greater student learning. When students are given a chance to experience the democratic process through participation in curriculum decision making, they may assume greater responsibility for their learning. With cooperative interaction, this curricular goal will be accomplished.

References

- Johnson, J. M. (1986). *Nebraska Home Economics Needs Assessment*. (Project Report). Lincoln, NE: University of Nebraska.
- Jorgenson, S. R., & Haley, E. G. (1985). Future families in a nation at risk: The promise and potential of home economics. *Illinois Teacher of Home Economics*, 28(3), 94-99.
- Martin, D. S., Saif, P. S., & Thiel, L. (1987). Curriculum development: Who is involved and how? *Educational Leadership*, 44(4), 40-48.
- The National Commission on Excellence in Education. (1983). David Pierpont Gardner, chair. *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Printing Office.
- Riggers, M. L. (1985). Content or process? How to meet the challenge. *What's New in Home Economics?* 20(3), 2, 14.
- Spitze, H. T. (1985). Observations in forty high schools: Is our nation at risk? *Journal of Home Economics*, 77(3), 7-11.
- Torres, D. J. (1989). *High school home economics students' perceptions of subject matter needs in home economics curriculum*. Unpublished master's thesis, University of Nebraska, Lincoln, NE.

(Continued on page 177.)

Family-Centered Learning: An Even Start Project

Cathleen T. Love
Associate Professor and Coordinator
Home Economics
Colorado State University

Robert T. Williams
Professor
School of Occupational and Educational Studies
Colorado State University

Carol Salas
Minority Liaison Coordinator
Poudre R-1 School District

R. Brian Cobb
Associate Professor
School of Occupational and Educational Studies
Colorado State University

Fort Collins, CO

A significant number of children in the United States enter the school system without having had a book read to them, without having had paper or crayons to color or scissors to cut and without many of the skills we assume kindergarten children have acquired. We believe educational systems have a responsibility to provide opportunities to facilitate educational successes for all students. We have come to believe that educational empowerment of all persons is beneficial to all of society. Further, we believe that educational success is an economic investment which prepares learners to be successful, productive citizens in their personal, family and occupational lives.

The public schools are now faced with children who are poorer, are more ethnically and linguistically diverse and who have more handicaps that will affect their schooling (Boyer, 1987). A priority for the public schools has to be to assist these at-risk youth to overcome barriers to learning and realize their academic potential. Excellence in education must be tied to addressing the problems of the poor, the dropout rate of minorities, the effects of the break up of the home, the changing work and family patterns and the variety of ways that children learn (Boyer, 1987; Wehlage, Rutter and Turnbaugh,

1987). This is a major task for the schools because these are the children that the schools have served the worst and they are becoming a larger part of the school population (Association for Supervision and Curriculum Development, 1988).

In the spring of 1989, we had the rare opportunity to act on a dream which we had been discussing for over a year. A request for proposals from the United States Department of Education for an Even Start Program appeared in the Federal Register in March of 1989. The goal of Even Start is to eliminate the gap between those children who are prepared to enter the public schools and those who are not by assisting parents in becoming promoters of their children's education. Families who are eligible to participate must have children ages one to seven and the parents must be eligible for adult basic education. Even Start programs must promote the literacy of parents, train parents to support the educational growth of their children, and prepare children for success in regular school programs.

Acting on our beliefs and our observations, we wrote a project which acted on our beliefs about educational empowerment and our Even Start proposal was awarded \$200,000 a year for four years. The goal of our project is to produce and evaluate the outcomes of a model home-based and family-centered instruction program. The program brings together children, their parents and professionals into an interaction to develop the literacy skills of both the children and their parents. The emergence of literacy is developed through a home-based program featuring a life skills curriculum.

The United States Department of Education requires a match from the local community for each year of funding. The first year has a 10 percent matching requirement and each subsequent year it increases 10 percent. By the fourth year, therefore, 40 percent of the cost must be raised within the local community. For the costs of the first year of the Family-Centered Learning project, 70 percent was generated through the grant; we were able to provide a 30 percent local match.

Critical Need

The target population for our project is an educationally and economically at-risk mobile home community. The neighborhood is isolated from the

general population, lacks affordable transportation and has limited access to educational resources. The homes in this community are trailers which often have limited space and overcrowded conditions.

Data gathered from the school district's work with at-risk families suggests that the majority of families placed a high value on education, will work cooperatively with schools, and will take advantage of opportunities to learn. For example, during interviews with parents of at-risk students, 96 percent wanted their children to graduate from high school; 100 percent felt it was important for their children to master the English language.

The parents in our Even Start project have not graduated from high school and many only attended a few years of elementary school. Some grandmothers raising children have never attended school. Due to their low educational level, many parents do not have the experiential base and knowledge required to support their children's educational endeavors, in areas such as homework assistance, learning strategies, and educational counseling. For children from families who are unable or unreceptive to providing educational support, Even Start is a valuable resource.

Project Plan and Operation

Our Even Start project has been a collaborative effort. The project director is an administrator for Poudre R-1 school district and the codirectors are faculty at Colorado State University. The support from both institutions has been critical to the success of the project. In addition, many resources of the Fort Collins community have been incorporated into the project.

The plan of operation has been developed based upon goals and objectives. The six goals that have assisted us in maintaining our focus are listed below. We have operationalized these goals through the variety of activities now being implemented as a part of our project.

- Goal 1: Train parents to become full partners in the education of their children.
- Goal 2: Assist children in reaching their full potential as learners.
- Goal 3: Provide parents with literacy training.
- Goal 4: Collaborate with school and community service providers to coordinate on-site resources for program participants.
- Goal 5: Evaluate project outcomes through a formative and summative process.

Goal 6: Disseminate demonstration project.

The Start-Up

The first six months of the project was devoted to setting the groundwork. Critical on our list was developing an understanding relationship with the community where we wanted to establish the learning center. We listed a series of homes and talked about our goals and asked what their particular needs were and how we might work together to address the needs. The families were all warm and welcoming.

Hiring of staff was a major time investment. We were careful about the advertising, the screening of applications and the interviewing for each position. We made a commitment to hiring minority members and persons who are bilingual. Staff members were also hired for their personal commitment to empowerment for families. Staff are the critical link in the community.

Because the homes of the families were limited in space, we had contracted for the purchase of a doublewide mobile home to be put in the community as a learning center. We wanted the center to be handicapped accessible so we had to have it built with special dimensions. We also wanted to have it located in the community where it was visible so we were careful about choosing the best lot. The manager of the mobile home community donated the lot space because of his personal belief in the Even Start mission.

Although the start-up of the project required input from all of us, splitting of the tasks was critical to assure there was enough energy to get all the work done. Carol, as project director for the school district administers the funding and oversees the staff at the center. She assists with school district and community collaboration and is always searching for opportunities for additional funding. Cathy has taken over the writing of the life skills curriculum and collaboration with Colorado State University. Robert and Brian are sharing the responsibility for the evaluation; Robert focusing on the local evaluation and Brian the requirements for the national evaluation.

Training for the staff was also an important dimension of this start-up phase. We knew that the premise from which we wanted to operationalize our Even Start project was empowerment. We wanted everyone to be learning if they were working with us: the teachers, the family mentors, the secretaries, the families, the community members, the project directors, school district personnel, university faculty and students, etc. We wanted the families to be more independent as a result of Even Start resources, not more dependent. We wanted to help the staff learn to help families to help themselves.

Another dimension of staff training was taking care of our own personal health and well-being. We explored with staff the energy it can take to assist at-risk families and helped them to explore healthy boundaries for themselves and their personal families. We assured them that we would evaluate job descriptions if we found that expectations had been set too high for the time that was designated for each position. We wanted staff to model a healthy lifestyle and we did not want to lose them to burnout.

Colorado State University requires a number of practicum experiences for both their undergraduate and graduate students. The project directors began to explore how those practicum experiences might assist with the needs of the Even Start families. Through an open invitation to professors in the university we were able to obtain expertise and energy from students from a variety of disciplines.

The Structure

The learning center is open Monday through Friday from eight to five. There is a secretary and the learning center coordinator in the facility all day. We also have hired through the local Employment and Training Office a Job Training and Partnership Act (JTPA) an employee who is a mother in one of the Even Start families.

There are four family mentors. The family mentors are the persons who interact with the families at least once a week. The family mentors are teachers and outreach workers for their families. When they visit families they deal with their basic human needs before they attempt to work on literacy. Family mentors know their families well and they have developed a special relationship with each.

After much discussion and trial efforts the delivery of structured learning was agreed to be one home visit and a ninety minute class session at the learning center. Every class session is led by a staff member and with at least one family mentor present. Some classes have members whose only language is Spanish so we also have a translator available when necessary. The center is equipped with a playroom and a child care provider is available when needed.

The Curriculum

Ready-made curricula did not fit the needs of our families. Much of the curricula we evaluated was created for a specific age group from a middle-class family. We had to develop a model for curriculum which was family-centered and applicable to low-income, culturally diverse families. This presented a challenge because of the variety of ages of the children and the educational level of the parents.

Our staff have generated curriculum ideas based on a life skills approach. Our families have an interest in home economics related topics such as parenting, consumer issues, foods and nutrition, management, relationships, communication, and child development. Each week the staff meets as a curriculum team and discusses what the critical events are that are happening for families and we brainstorm ways that families can learn to handle these events.

To facilitate parents becoming the first teachers of their children we have developed a format for the delivery of the curriculum which enables parents to practice teaching their children both as a part of the learning center session and during the home visit. Each learning center lesson follows this lesson plan outline:

Introduction (15 minutes)

(Together in individual family groups)

Teacher greets families and gets them started on an activity which will be reinforced in the lesson for the day. Parents and children are given an activity to do together without the assistance of the teacher. Parents lead their children through activities such as drawing pictures, cutting out or categorizing similar items, creating a decoration, or following a recipe.

Lesson Planning (20 minutes)

(Parents and children are separated. Children have free play.)

The teacher discusses with parents the lesson for the day. She describes the objective and lesson intent and explains the purpose of the previous activity and how it meets the lesson objective. Parents are shown in detail the activity they are about to participate in with their children. Teachers and family mentors role play when appropriate what the parent/child interaction might be like. Parents have a clear idea of what they will be doing with their child/children. Parents are asked how they are feeling about the lesson and any necessary adjustments are made based on their input.

Lesson Plan

(Together as a total group)

Parents then work with their children as partners. Parents carry out the planned activities. Some examples of teaching that the parents have done are conducting family meetings, asking children what tasks they could do at home, discussing family communication, setting goals, eating healthy food, and managing time.

Evaluation

(Parents and Children are Separated)

Parent Activity. Parents process and evaluate the lesson. The staff reinforces why the lesson was taught and how parents can continue the lesson at home. Staff ask parents what they liked and disliked and what they needed more help with. Parents are always asked, "How will this activity help to get your child ready for school?"

Children Activity. Children do a separate activity to reinforce the content learned. Sample activities include reading books, playing games or talking about what they learned.

Follow-up Activities. As a part of each curriculum meeting activities are planned for a home visit and ideas are given to the families for family practice.

Home Visit. Family mentors bring to the homes activities for the entire family to do together. Each visit helps families to learn together. Family mentors attempt to provide variety and fun in their lessons. Reading is always a part of the home visit as is a hands-on activity.

Family Practice. Parents are encouraged to practice with their children some aspect of the lesson between classes. Staff assist families in creating activities which can be done.

Vocabulary. Throughout the lesson staff attempt to inset key words that parents and children can add to their vocabulary. Without stretching the content of the lesson, an effort is made to help families learn concepts that will increase their literacy level.

We have been pleased with the lesson format and the families appreciate the consistency it provides them. School has not been a positive experience for the majority of our families and we have to work hard to keep them engaged in our Even Start lessons.

In addition to the curriculum at home and in the center, we have taken the families on field trips in the local community. The families have attended Colorado State University sports events, gone to a farm to pick pumpkins and visited some of our state and local parks. We want the families to experience the enrichment activities that are available in the local community so that they will utilize them.

Other Related Activities

When the center is not being used for Even Start activities, we have arranged other educational op-

portunities with resources from the community. There is an after school campfire program from three to five p.m. This is led by a coordinator who is being funded by Annheiser-Busch. In the early evening there are education practicum students who come to assist elementary and junior high students with their homework. We have begun a men's support group and a babysitting cooperative. GED classes are offered as well as English as a second language. Special programs on topics such as parenting are offered for anyone in the park who would like to attend. In the summer, a complete summer enrichment program is offered for children in the public schools.

Evaluation

All of the Even Start Projects are a part of a large, comprehensive evaluation conducted by Abt Associates of Cambridge, MA, with a subcontract to RMC Research Corporation of Portland, OR. This evaluation component is called *The National Evaluation and Information System (NEIS)*. The following description of the aspects and components of the evaluation program draws heavily from the *NEIS* manual developed by RMC Research Corporation. There are four aspects of the evaluation: (1) participant characteristics and family information, (2) core services received, (3) program implementation, and (4) adult and child outcome data.

The first aspect includes participant characteristics which is demographic information about participants and family information which includes information about parent-child interactions and parent as teacher. Information is gathered about the beliefs and behaviors of adults and children participating in the project.

The second aspect collects information about the types and amount of core services Even Start family members receive. These services might include (1) adult-child services, (2) adult education, (3) early childhood education, and (4) parent education to enhance child development.

The third aspect details the program implementation including characteristics of core services, support services and social activities, recruiting, screening and assessment procedures, staff characteristics and staff development cooperative arrangements, and other factors influencing implementation.

The final aspect is the record of adult and child outcome data. This aspect includes the pre- and post-assessment of adults and children using standardized assessment instruments. The assessment instruments used with the adults is the *Comprehensive Adult Student Assessment System (CASAS)*. The child assessment instruments are the *Preschool Screening Inventory (modified to a 32 item inven-*

tory), and the *Peabody Picture Vocabulary Test*. Both the *Preschool Screening Inventory* and the *Peabody Picture Vocabulary Test* have Spanish versions.

In addition to the *NEIS* requirements, each Even Start project may conduct local evaluation. We have not implemented any other evaluation to date. We anticipate including assessments which evaluate children under four years of age and which more finely assess development. We anticipate having graduate and undergraduate students from the Department of Communication Disorders at Colorado State University conduct individual language samples and other language assessments of children younger than 4 years old. We have chosen to use the *Peabody Picture Vocabulary Test* with adults.

Conclusions

Rewards for obtaining federal projects are often debated within the educational systems. There is no debate for us with Even Start. We have implemented a win-win grant. The families in our Even Start community are learning and the staff, school district, and university personnel are learning. We will be different educators as a result of working with our Even Start families. We have made assumptions in the past about who our students are and the resources that are available to them.

It has been difficult to focus on helping families to help themselves. It would be easier to do for them. We take time through staff retreats to remind ourselves that our goal is to empower our families. That cannot happen if we rescue rather than teach. We have started on a healthy journey of cooperation and collaboration. We are growing as a result and we need to remind each other that healthy growth is an ongoing process.

What do parents say about Even Start...

- It's the best thing that happened to Poudre Valley park. The kids really liked the program; they learned from it. The teachers were great. Thank you.
- I felt it was a good program for my kids to be in. I hope more programs get started in other neighborhoods where more kids could participate.
- My son enjoyed coming; I couldn't do too many things because I work. I think the program is excellent. The teachers and people involved worked very hard to help the children. Very nice to talk with too. Thank you for all your

kindness and the excellent way you handled everything.

- The Even Start Summer Program was exactly what Chris needed! His teachers were great. He had nothing but praise for them every day that he went. Three of my five kids went and it was good for them in more ways than one!!
- I feel the program broke up the summer for Brandon. He really didn't get a chance to get bored. He likes the field trips and computer time. He tells me he's learned a lot from them.
- Kids really had fun on the field trips. This is a good program for kids. I hope it continues.
- My kid like it; she had fun. She wants to go next year. I think Even Start Summer Program is a good program for kids and for parents to get involved.
- I like Even Start Summer Program because it is good to learn and work for children and school.
- I think it's a very good program. I hope it keeps up the good work.
- Even Start is off to a great start. I'm impressed with the staff and ETS workers that have been working.

References

- Boyer, E. L. (1987). Early schooling and the nation's future. *Educational Leadership*, 44(6), 4-6.
- Opening doors for students at-risk. (1988). *ASCD Update*, 30(2), 1ff.
- Wehlage, G. G., Rutter, R. A., & Turnbaugh, A. (1987). A problem model for at-risk high school students. *Educational Leadership*, 44(6), 70-73.

•••

(Continued from page 172.)

- Vance, K. L. (1987). *Home economics teachers' perceptions of what is being taught compared with parents' and agency representatives' perceptions of what should be taught*. Unpublished master's thesis, University of Nebraska, Lincoln, NE.
- Wagner, T. (1987). Educating for excellence on an endangered planet. In A. Molner (Ed.), *Social issues and education: Challenge and responsibility* (pp. 101-112). Alexandria, VA: Association for Supervision and Curriculum Development.

•••

Family Diversity in the United States

Sharon Y. Nickols
Director
School of Human Resources and Family Studies
and Assistant Director
Illinois Agricultural Experiment Station

Linda Asmussen
Research Associate
Division of Human Development and Family Studies

James D. Oliver
Associate Director for Urban Programs
Illinois Cooperative Extension Service
University of Illinois at Urbana-Champaign

Reprinted from: *Illinois Research*, Vol. 32, Spring/Summer 1990.
College of Agriculture, University of Illinois at Urbana-Champaign.

Over the past 25 years, there have been tremendous changes in the family as a social institution and in the definition of the U.S. family. Although the United States has always been a pluralistic society, family diversity was recognized only recently. Previously, all family types were judged by a middle-class Euro-American model of the "ideal" family.

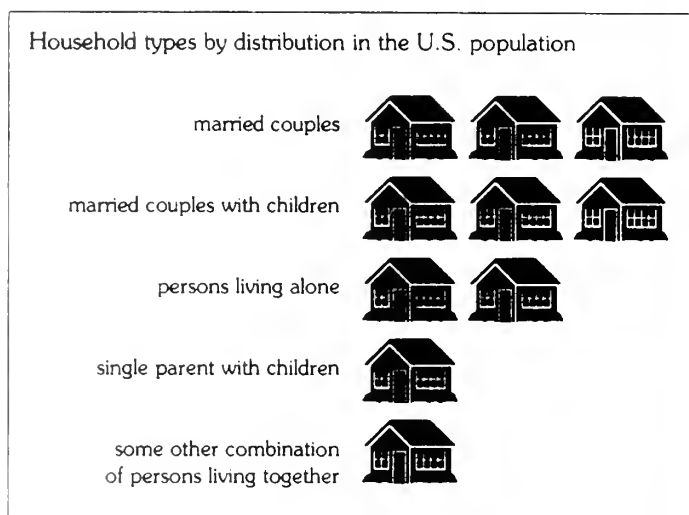
Today's contemporary family, however, reflects a multiplicity of living arrangements, gender roles, and relationships. To understand and work with modern families, we need to recognize this diversity. Each family has the potential to contribute to individual development and to the broader society. But rapid changes have made the family more vulnerable both economically and socially.

This article summarizes some of the major trends in U.S. families in recent years. We have drawn upon U.S. Census data and other sources for the statistics and trends reported here. We also identify policy implications that may affect the family's ability to add value.

Diversity of Family Structure

Typical household. In 1971, 81 percent of us lived in households that included a married couple. But only 73 percent of us live in such a household today.

To illustrate, let a hypothetical block of ten households correspond to the total distribution of U.S. household types (see figure). Six households — three of which have children present — are maintained by married couples. Two other households are maintained by persons living alone. One household is maintained by a single parent, one by other combinations of persons living together.



In 1986, married-couple families accounted for 83.4 percent of white families, 70.8 percent of Hispanic families, and 52.7 percent of African-American families. One-parent families, however, comprised 16.7 percent of white families, 29.1 percent of Hispanic families, and 47.2 percent of African-American families in the United States.

Divorce. Divorce affects the lives of approximately 2 million adults and more than 1 million children in the United States each year. In Illinois, the divorce rate in 1985 was 4.2 per 1,000 population, slightly less than the national rate of 5.0 per 1,000 population.

After a sharp increase between 1965 and 1980, the divorce rate in recent years has stabilized. Slightly more than one-half of all new marriages are expected to end in divorce. Most divorces occur after seven to eight years of marriage — a pattern that is similar for white, Hispanic, and African-American populations.

Remarriage. Current statistics, however, indicate declining rates of remarriage. Five of six divorced men and three of four divorced women eventually will remarry if present trends continue.

Remarriage usually occurs within the first two to three years after divorce. Comparing divorce and remarriage rates for women by race indicates that there is variation among racial groups (see table, below).

Children and Their Families

Single-parent families. In 1981, approximately 20 percent of children below the age of 18 were living with one parent. The 1990 Census is expected to reveal an increase of these children — likely more than one-fourth of all households (26.5 percent). On the average, children spend six years in a single-parent family created by divorce.

Stepfamilies. Approximately one-third of all children born in the early 1980s will live with a stepparent during some part of their childhood. In 1987, there were approximately 11 million remarried families. There were 4.3 million stepfamilies (families that include children at home under the age of 18 who were born before the remarriage occurred). Stepfamilies comprised 6.7 percent of all families and 17.4 percent of married-couple families with children at home under the age of 18.

Divorce and Remarriage Rates for Women*		
	Divorce rate for first marriages	Remarriage rate after divorce
 Percent.	
African-American	30.6	45.7
White	26.7	64.3
Hispanic	19.5	55.1

*Data for women age 20 to 54 years of age in 1985.

Pregnancy and birth. By age 19, one-fourth of all females have a baby. - Eighty percent of these mothers are not married. The proportion of children born to unmarried mothers increased from 5 percent in 1960 to 19.2 percent in 1987 of 12 percent of white births and 55 percent of African-American births.

Illinois ranks among the five states with the highest incidence of infant mortality and low birthweight among the nonwhite population. For every 1,000 live births in Illinois, 12.4 infants die before the age of one year. One grim statement summarizes these dismal statistics — an African-American baby born in Chicago is more likely to die in the first year of life than a baby born in Costa Rica.

Changes in Gender Roles and Economic Status

Working mothers. A majority of married-couple families, 60 percent, have dual incomes. Women with young children are the fastest growing segment of women in the work force. In 1987, 50.8 percent of women who gave birth in the preceding twelve months were working. Employed mothers with preschool-age children numbered over 8 million nationally in the first quarter of 1990.

On the average, employed mothers' earnings in married-couple families with children are 41.3 percent of total family earnings, a significant portion. Thus, families have come to depend upon the earnings of both husband and wife.

Children in poverty. Despite modest increases in median family income in the mid-1980s, recent data on household income reveal that certain groups are losing ground. In 1987, one in five children lived in households with incomes below the poverty level.

The 1990 Census is expected to show that 25 percent of the nation's children are living in households with incomes below the poverty level. Among white children, one in every six is poor compared to more than one in every three Hispanic children and nearly one in every two African-American children.

Children are especially vulnerable to economic insecurity if they live in a household with a female single parent. Median family income of household headed by women is considerably less than half that of families headed by married couples or by men.

Between 1979 and 1986, the number of jobholders who fell below the poverty level increased from 8.5 to 8.9 million nationally.

"Safety net" programs are reaching fewer eligible people today. For example, the Food Stamp program fails to reach one-third of those who are eligible; the Women, Infants, and Children (WIC) nutrition program serves less than 50 percent of high-risk, low-income women and children; and Aid to Families with Dependent Children (AFD) went to only 60 percent of children in poverty in 1986, compared to 72 percent in 1979.

Implications for Family Policy in the 1990s

Recent trends in family characteristics reflect thousands of individual decisions in response to changing social and economic conditions. The cumulative effect of these decisions and other socio-demographic factors have markedly changes the profile of the U.S. family.

As families and personal relationships change, families will become even more diverse. Because families are process-oriented, they are constantly

(Continued on page 183.)

Utah's Entry Level Curriculum: Technology-Life-Careers Vocational Core

Janet E. Preston
Assistant Professor
Dept. of Home Economics and
Consumer Education
Utah State University
Logan, UT



and

Phyllis Horner
Department Head
Home Economics
Wasatch High School
Heber City, UT



Utah's new entry level program for middle/junior high school is referred to as the *TLC Vocational Core*. The project was named *Technology-Life-Careers (TLC) Vocational Core Curriculum* to reflect the emphasis on technology and up-to-date equipment used in preparing for present and future life roles.

The vocational areas participating were clustered into the following three groups—Technology Education/Agriculture, Business/Marketing and Home Economics/Health Occupations. This curriculum provides a basic overview course and exploration of related careers. It was written specifically for students' first introduction to vocational programs at the 6th or 7th grade level. The major objectives were to: provide a coordinated vocational core to introduce students to vocational programs; to provide experiences for students with advanced technology, activity centered group work, and individualized challenge projects; and to help each student prepare for life skills useful for the selection of occupations and the management of work and family (Utah State Office of Education, 1990).

The vocational core curriculum is a result of some forceful opposition imposed on vocational education and vocational home economics programs. One of the major events was a new definition for Vocational Edu-

cation used in Public Law 94-482, October 12, 1976. The definition used in this Act: "The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree" (Terrace & Comfort, 1979, p. 2211).

The unpaid employment terminology was accepted as a part of vocational preparation for the first time. The inclusion of voluntary work without benefit of wage was proposed to have many implications in all facets of occupational home economics education. Homemaker became an occupation for both paid and unpaid employment and for part- or full-time work.

Programs were redeveloped to meet the interpretation of the Education Amendments of 1976 for Vocational Education, as interpreted by the American Vocational Association. These programs included expanded audiences, greater participation of males and females, homemakers in transition, individuals with special needs, concentrations of economically disadvantaged, unskilled, and unemployed in urban areas, and persons in sparsely populated areas. It also allowed for curriculum development in new and changing occupational fields, individuals with special needs, nontraditional occupations and to eliminate sex bias and sex discrimination (Terrace & Comfort, 1979).

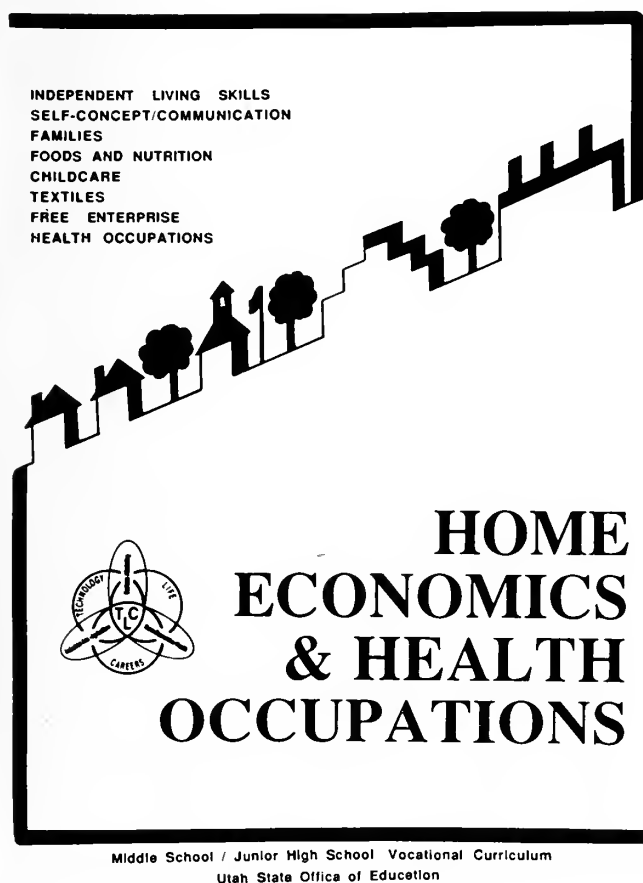
Another major impact on vocational programs and vocational home economics was the *Nation at Risk* report of 1983. The recommendation of increased graduation requirements, stressing academic excellence, higher admission requirements for college and universities and curriculum development were all outcome strategies for the improvement of education mentioned in this report.

During these changes, social trends have also had an effect. Rapid technological advances, an increase of women in the labor force, increasing numbers of dual-career families, and inflation have created problems. Several national risk factors such as mental illness, suicide, drug and alcohol abuse, crime, management of personal resources, and child abuse have also taken their toll on society. Home economics educators have a special challenge to ensure that what they teach is truly meaningful in terms of real

problems faced by individuals and families in today's society (Way, 1983).

The Utah State Office of Education took on a sensitive role January 1, 1984, when they adopted a new statement of philosophy for the elementary and secondary school program of studies and high school graduation requirements. The philosophy stated that: "the primary goal of education is the development of individuals who possess the knowledge, skills and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society" (Utah State Office of Education, 1984-85, p. 4). To meet this goal, one of the first major projects was to develop the new vocational core curriculum.

TLC Vocational Core, an activity oriented curriculum by design, is relatively inexpensive and can be implemented into existing facilities. The Utah State Board for Vocational Education recommends that one class period during the first year of middle or junior high school be devoted to this curriculum. The school year is divided equally into three twelve week segments, one for each area of emphasis. Guidance and counseling lessons are infused into the program areas and are covered throughout the year.



The home economics and health occupations segment of Utah's *Technology-Life-Careers Vocational Core* focuses on-skills related to consumer and home

economics, occupational home economics and health occupations and explores related careers. The information is organized into six divisions which include:

- **Independent Living Skills:** developing independence, self-concept, stress management, communication;
- **Families:** social skills, introduction to families, family economics, family communication;
- **Child Care:** children's safety, child care provider qualities;
- **Textile Technology:** occupational skills, equipment technology, textile care, consumer information;
- **Foods and Nutrition:** kitchen management, food science, measuring food, reading a recipe, food preparation terms, food labels, dietary guidelines, nutrient density, small kitchen appliances, food technology, recipe variations;
- **Free Enterprise:** introduction to free enterprise, desirable work habits, job application forms, public relations, work skills, and restaurant simulation;
- **Health Occupations:** vital signs, cardiopulmonary resuscitation, abdominal thrust, handicapping conditions (Utah State Office of Education, 1990, pp. XIX-XX).

Students are provided with a wide variety of activities in experiences which help them develop basic skills in each of the major divisions. Although it is not necessary to complete every activity or lesson within each unit, it is recommended that the order of topics be followed to maintain continuity.

Curriculum Format

The printed format of this curriculum includes the following sections under each topic:

1. Teacher information (colored paper, printed double-sided)
 - List of Activities
 - Required Supplies
 - Procedural Information and Instructions
 - Background Information
 - Career Information
 - Test Question Bank
 - Teacher Keys
2. Student Activity Guides (white paper, single-sided printing to promote quality reproductions)
 - Materials that must be copied for student use
3. Activity Aids (white paper, single-sided printing to promote quality reproductions)

Teacher and/or Student Aids for the Activities
Games Posters
Definitions Career Posters
Student Instructions

Scope and Sequence

A suggested scope and sequence for nine, twelve, and eighteen-week programs is provided to assist teachers in planning for their teaching schedules.

Student Activities List

A list of all the student activities in the curriculum was added to the document to assist teachers in developing workable scope and sequences for their teaching schedules. This list gives the teacher a quick overview of content in the curriculum. The teachers may use the list to select activities useful for their teaching schedules and/or needs of students. Of course the list can also be modified (cut and pasted), enlarged, and posted for student and teacher reference.

Independent Living Skills (competencies) are the specific skills the students will have experienced upon completion of the activities within a given topic. Standards, competencies, and questions are numbered in a coordinated manner to assist teachers in tracking students' progress.

Test Question Bank

The test question bank provides teachers with questions tailored to each lesson and competency(ies) for use in student evaluations. The question bank also includes a teacher's key. There are more questions than a teacher would ordinarily need, so the teacher must select the questions s/he feels will coordinate with each unit. The test questions are organized numerically to match the competencies that have been identified at the beginning of each topic.

A computer disk, which contains all of the test questions, has been included with this curriculum. This disk should make it easier for teachers to develop class evaluations.

Career Information Ideas

To add interest and provide emphasis in the career exploration aspect of this curriculum, teachers are encouraged to consider presenting a "Career of the Day" and spotlight a different career each day. This may be done with students giving oral reports or as a class motivator presented by the teacher. Career aids, as well as a directory for locating these aids within the curriculum, are available for reproduction.

Round Robin Activities

Activities were planned in work stations organized throughout the home economics facility. This

method allowed students to have hands-on experiences with limited amounts of high-tech equipment, such as computers. It also helped many teachers to manage their overcrowded classrooms and dispel potential discipline problems. The work stations were organized and included directions for students to follow. This management technique allowed the teachers to act as supervisors of instruction with greater freedom to answer questions or give assistance when needed.

Examples of How This Curriculum Operates

Each division has activities which are practical for present and future roles as individuals and family members. The first topic entitled "Independent Living Skills" promotes student participation by having students develop a notebook which places emphasis on the individual, development of self-concept and management of time and energy.

The "Family Unit" divides students into groups to represent family types in class. The students review family traditions, and then are assigned an income to live within. They create a family flag and family name and generally assume that name for the length of the entire curriculum, just for fun. The student family groups must decide on a mode of transportation and must go through a process of buying or renting a place to live while staying within their budget.

In the "Foods and Nutrition Unit," the emphasis is on nutritious foods and applying science principles in food preparation.

The "Child Care Unit" emphasizes caregiver skills and encourages teachers to take responsibility for teaching these skills. This emphasis was placed here due to the number of students who need to learn to care for themselves and for younger children in their own homes.

In the "Health Occupations Unit," students take temperatures, pulse and respiration rates and are carefully supervised when taking blood pressure readings with electronic digital blood pressure/pulse monitors. These monitors have three safety settings and provide each student/patient with a printout. The students are also exposed to the extra challenges handicapping conditions can add to one's life. Students wear swim goggles or safety glasses smeared with detergent to feel what it is like to have impaired vision and immobilize a wrist or ankle with splints and ties to simulate an orthopedic impairment.

Evaluation Procedure

During Spring quarter of 1988, twenty-six test-site teachers were surveyed for their likes and dislikes about each lesson in this program. Sixteen responded to this survey.

These same test-site teachers were interviewed periodically in small group meetings of five or six teachers. The curriculum was reviewed page-by-page to collect suggestions for revision of this document. As a result of the teacher survey and group interviews, a list of twenty-four suggested changes was formulated.

All test-site teachers participated in a final review of the suggested revisions at the June 1988, Utah Vocational Teachers Conference held in Orem, Utah. The twenty-six teachers in attendance voted on each itemized change and provided suggestions for revisions.

The curriculum was revised accordingly and printed the Spring of 1990. Copies of the curriculum were then distributed to school districts electing to participate in this program. The one requirement for participation was for teachers to agree to attend a two and one-half day training session.

The curriculum design was a new approach in the organization and formatting of the lesson plans. It is easy for the teacher to read and follow, with clearly written instructions, lessons and student activities. Teachers can manage the classroom activities with relative ease with one workshop training session.

A list of equipment is included as a support to the program, however, all equipment is not required and most of the curriculum is relatively inexpensive to implement. The *TLC Core* is easily operated in existing home economics facilities, whether new or traditional.

Vocational education, vocational home economics and health occupations have undergone many changes recently in Utah. One of the major changes is in curriculum reform, as with this new middle/junior high curriculum that addresses real issues related to individuals and families.

Future evaluations are needed to provide Utah educators and parents with a review of how useful this prevention program is in promoting independent living skills for the management of work/school and home environments.

References

- National Commission on Excellence. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Government Printing Office.
- Terrace J. J., & Comfort C. H. (1979). *Teaching occupational home economics*. Peoria, IL: Chas A. Bennett Co., Inc.
- Utah State Office of Education. (1984-85). *Elementary and secondary core curriculum, field trial document* (p. 1). Salt Lake City: Utah State Board of Education.

Utah State Office of Education. (1990). *Program planning and curriculum development guide for vocational home economics education, grades 6-12*. Salt Lake City: Utah State Board of Education.

Utah State Office of Education. (1990). *Technology-life-careers vocational core curriculum for home economics and health occupations*. Salt Lake City: Utah State Board of Education.

Way, W. L. (1983). Content analysis: A tool for home economics researchers in uncovering subtle messages from contemporary life. *Journal of Vocational Home Economics Education*, 1(2), 3-20.

•••

(Continued from page 179.)

adopting new features and adapting to changes in the economy and governmental policies.

Policies and programs that once worked well may need adjusting in new situations. Policies and programs that work well with one population segment may need redesigned to meet the concerns and needs of other populations. No one should know this better than the people of Illinois with our diverse geography, economy, and population distribution

As the forces of change remake the economy, increasing opportunities in some areas and decreasing opportunities in others, some families can provide only the barest necessities for themselves.

Of particular concern for the future is the growing number of children living in households below the poverty level. Because they can do little more than meet daily survival needs, these households are severely hampered in their ability to add value to their children's lives.

To meet some of the critical challenges facing the family during this decade, U.S. policies and programs should focus on the economic well-being of single-parent families.

Specifically, some of the key issues that would add value to these families relate to:

- Availability of affordable housing;
- Access to quality, affordable health and child care;
- Education and career training;
- Creation of job opportunities that provide adequate income and advancement.

Census data and large-scale surveys conducted by government agencies can provide an overview of trends in family composition and economic status. In-depth studies are needed to discover the intricacies of family decision making and relationships that provide value-added models of interaction. •••

When It Comes To Food, Do We Care Too Much About Appearances?

Reprinted from: *Food Safety Today*, January, 1991, Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign

They squeeze the melons, pull down the husks on sweet corn and pick up a dozen tomatoes before choosing one. "They" are most consumers. And for the most part, consumers are finding picture-perfect produce, whether they shop at a grocery store, roadside stand or farmers' market.

One reason the produce looks so good is that growers strive to meet federal grading standards. Cabbage, for instance, must show no worm holes anywhere to earn the number one grade. Holes on the outer leaves, but not on the head, will drop the grade to two or three. Heads with holes or worms are graded five and six and are not marketable.

Pesticides are among the tools growers use to keep insects, weeds, diseases and time from turning their crops into low-grade produce. But the legal standards may be too high in light of increasing concerns about the effects of pesticides on the environment and human health, suggests Roscoe Randell, an entomologist with the University of Illinois Cooperative Extension Service.

"When I see a number-one grade cabbage head, I suspect the grower has done too good a job of chemical control," he says. "We don't eat the outer leaf around the head, so there's no good reason to require no holes there."

In the case of cabbage, a grade three is the most desirable when pesticide concerns are taken into account, Randall says.

But even if USDA changed standards to allow for some pest damage, shopping patterns indicate that most consumers won't buy cabbage with worm holes in the outer leaves, says John Masiunas, a University of Illinois Extension vegetable crops specialist.

"Consumer preference for blemish-free produce requires growers to meet standards that are even higher than legal standards set by the USDA," he says.

But the growers are not the only ones setting tough standards. Food processors' standards—developed to satisfy consumer demand for uniform,

high-quality products—also are tougher than USDA's standards, Masiunas adds.

Also, the practice of storing and shipping most fruits and vegetables further complicates the issue. Because many pest problems multiply over time, growers must ensure that produce has little or no evidence of pests or pest damage when it comes out of the fields. Most sweet corn, for example, is plowed under if growers find two-week-old worms on the ears.

"Pesticide use is one of the trade-offs society makes to be able to buy whatever we want anytime," Masiunas says.

There is potential for harvesting, storage, shipping and packaging technologies to help growers reduce pesticide use and still present appealing produce to the marketplace, he says. But as growers adopt new technologies, such as using shrink wrap or controlling storage atmosphere, higher food prices are likely.

Consumers might influence growers to use less pesticide by changing their buying habits, he suggests. For instance, consumers could select only in-season produce and produce that store well naturally. They could rely more on dried, pickled or pre-packaged produce.

Importantly, consumers should become more knowledgeable about judging produce quality. Randell and Masiunas advise. Consider this:

- A majority of consumers would reject an ear of corn with one small worm on the end. Yet they would likely buy that same ear if the end was cut off and it was packaged in shrink wrap. Presence of a single, small worm is no indication that the ear is infested with worms.
- Most consumers wouldn't buy packaged spinach if they saw ladybugs in the package. But, ladybugs don't feed on spinach; they just get caught in the harvest sometimes. A thorough rinsing would rid the spinach of the hitchhikers.

- Unlike Randell, Most consumers would choose the grade-one cabbage over a grade-three cabbage, even though the edible parts of the heads are comparable.

(Continued on page 195.)

The Environment: Can Home Economics Make a Difference?

Carol Ann Watkins
Department Head
Home Economics
Bradwell Institute
Hinesville, GA



According to one recent advertisement in *Time* magazine, "Throughout history, many great civilizations have been buried. None, however, by their own garbage" (Thompson, 1990, p. 115). Disposal of solid waste is the nation's third largest domestic expenditure. Americans spend \$6 billion annually to collect and dispose of our trash. We create enough garbage each day to fill the New Orleans Superdome twice (Purcell, 1981). Landfill acreage is quickly being filled up and new areas of waste disposal are limited. The preferable choice is to reduce waste at its source and divert waste back to useful purposes.

Recycling cuts down on the amount of waste that has to be disposed of by our municipal systems. Paper makes up nearly one third of municipal solid waste and well over half by volume. For every ton of waste paper that is recycled, 3 cubic yards of landfill space is saved (Environmental Protection Agency, 1988).

When paper is recycled instead of being thrown away resources are conserved and the environment protected in other ways as well. The wastepaper becomes raw material for new paper products and takes the place of virgin wood pulp. This helps lower the demand on our forests. Recycling a ton of wastepaper saves 17 trees (Chandler, 1984). When paper is made from wastepaper rather than from virgin pulp, the manufacturing process causes 35 percent less water pollution, 74 percent less air pollution, and 65 percent less energy is required in the production process (Institute of Scrap Recycling Industries, 1987; Pollock, 1987).

The U.S. Environmental Protection Agency has set a national goal of reducing and recycling 25 percent of our waste by 1992. If this goal is to be achieved, education must be a part of the strategy.

What better discipline to carry out this educational task than that of home economics? What better organization to begin a grass roots effort in this area than Future Homemakers of America.

Bradwell Institute Gets Involved

The local FHA Chapter at Bradwell Institute in Hinesville, Georgia, has adopted the environment as their main concern for 1990-91. "FHA Makes Earthday Every Day" as their chosen theme. Several events led up to this interest and commitment to the environment.

Two newly elected officers of the chapter attended Future Homemakers of America National Leadership Meeting in San Antonio, July, 1990. It was announced there that the national executive council had adopted five critical issues for the upcoming year. The environment was one of those issues. One of the meeting sessions attended was presented by environmental troubadour Bill Oliver. In an entertaining way he shared his concerns about endangered species, land management, and recycling.

Another new officer attended Global Food Web Conference sponsored by the Cooperative Extension Service. Recycling and other environmental issues were explored in depth and the students were enlisted to help spread the work to their peers. In November, 1990 at the Atlanta FHA Cluster Meeting another workshop entitled "How to make the world a better place" was given by the Atlanta Department of Community Affairs. This only served to strengthen the chapter's resolve to make a difference in their community.

Planned activities for the chapter's main concern included the following:

1. peer education through the use of posters, public service announcements, flyers posted in restroom stalls, bulletin boards, and displays.
2. planned FHA meeting with a guest speaker to educate the chapter on environmental issues.
3. working with a local radio station to make public service announcements to the community.
4. planning and presenting an educational program about protecting the environment to the elementary school-age children in the community.

5. adopting an acre of South American rain forest land in the name of the local FHA chapter, available through the Nature Conservancy.
6. working with the local FFA chapter in their continuing effort to recycle aluminum cans, using half the profit to buy and plant trees.
7. implementing for the first time an office paper recycling program at Bradwell Institute.
8. publicizing our progress in our local and school newspapers, *Georgia News* (state FHA newspaper, and *Teen Times* (national FHA magazine).
9. entering our chapter project in the Nutrasweet Giving it 100 percent For Community Service contest.
10. entering our chapter project in the new FHA Star Event in Volunteer Action.

Recycling Catches on

One of the most successful of these project ideas was the office paper recycling project. The chapter project chairperson began by surveying each of the 115 teachers in the building to determine if s/he would be willing to participate in the project. The overwhelming response was "yes." In fact 70 percent of the teachers participated by placing a special receptacle in their classrooms/offices to collect recyclable paper.

The chapter worked in close association with Liberty County Clean Community Commission and its executive director. She came to school to address the faculty about the importance of recycling and which types of paper should be collected. She was also instrumental in working with the local county commissioners to place the county's first ever office paper recycling dumpster on the Bradwell Institute campus.

Once school-wide interest and permission was obtained, planning started as to how the paper would be collected. The local FFA chapter again volunteered their services in cooperation with their sister organization. It was decided that every Friday during the last period of the day, students would go to the rooms which had collection bins, empty them into large plastic trash bags, and deposit the bags into the recycling dumpster. The FFA would do it one week, then FHA two weeks on a rotating basis. The dumpster was kept locked so that no foreign matter was thrown in by accident. When the dumpster was full, the local recycling firm would be called to come pick it up. Office staff, counselors, the library, and the Board of Education also got involved.

Other schools in the county have heard about the project and called inquiring about how they could set up a similar program at their school. The FHA chapter was recently honored for their efforts. The Liberty County Clean Community Commission hosted a reception in honor of "People Who Make A Differ-

ence" in Liberty County. At that reception the city administrator presented a certificate to the chapter in recognition of their achievements.

Conclusion

The challenge of cleaning up and protecting our endangered environment is becoming an increasingly urgent critical issue in America today. Home economics can address this issue by educating young people about what is happening to our environment and what can be done to reverse the effects of pollution and indifference. Nothing seems more closely related to improving the quality of life for individuals and families. Through classroom activities and projects in Future Homemakers of America chapters, students learn that they can make a difference in their community and world.

References

- Chandler, W. U. (1984). Converting garbage to gold—recycling our materials. *The Futurist*, February.
- Environmental Protection Agency. (November, 1988). *RCRA Permit Quality Control; (Draft. Publication 530-SW-88-050)*, 143.
- Institute of Scrap Recycling Industries. (1987). *Recycling, combating the high costs of energy*. Washington, DC.
- Pollock, C. (1987). *Mining urban wastes: The potential for recycling*. Washington, DC: Worldwatch Institute.
- Purcell, A. H. (1981). The world's trashiest people: Will they clean up their act or throw away their future? *The Futurist*, February.
- Thompson, J. W. (Dec. 3, 1990). *Time*. Detroit, MI.

For more information:

Environmental Protection Agency
Office of Solid Waste
401 M Street SW
Washington, DC 20460
Recycling Hotline: 1-800-424-9346

Coalition for Recyclable Waste
17 E. Church St.
Abscon, NJ 08201
(609) 641-2197

Environmental Defense Fund
257 Park Ave.
New York, NY 10010
Recycling Hotline: 1-800-CALL-EDF

(Continued on page 188.)

Bequests

A \$5000 gift to your child. What would **you** do?

Marsha Woodbury
Graduate Student
University of Illinois at
Urbana-Champaign



My mother, Carolyn Cook, died in May at the age of 74. Only the night before I sat at our kitchen table with my sons Luke and Matt and told them gently that Grandma would not live until the end of summer. Luke, who is ten, took the news in silence. Matt, only six burst into tears and bawled, "Soon you'll die, too." I assured him I hoped for another forty years, but I was all too correct about Grandma. Within ten hours she had slipped away.

We flew to California for the burial. After the wake we discovered a puzzle. This one came from her will. Like so many other grandparents and aunts and uncles, she bequeathed money to immature people, in this case her seven grandchildren, all aged between six and eleven. She left \$5000 to each one.

The gesture was typical of her in several ways. For one thing, it was generous. For another, even though she knew death was near, she never discussed the money with the grandchildren. She was a lady, and, in her mind, there were some things ladies just did not talk about.

Like my mother, many people simply do not discuss the subject of inherited wealth, even when talking about humble sums. Psychiatrist Sari Aranson (1990) recently observed that money is a more forbidden topic than sex. Looking for hard research on the subject is like trying to find out where the neighbors got the money for that new boat. The key words about children and money are always allowance, earnings, gifts, handouts. No one talks openly about inheritance.

Yet, plenty of money is handed down from one generation to the next. The Federal Reserve Board figured that over a million households enjoy a net worth of at least \$1 million (Kirkland, 1986). Others, like my mother, still have thousands to leave their children and grandchildren. In some instances, people use grandchildren as a means of

beating stiff inheritance taxes, which can take up to 55 percent of their assets.

How were the \$5000 bequests handled in the various Cook households? Each parent treated them differently. We had to plow new fields here, for there was no "right" way.

In our case, my husband and I felt my mother was handing on a legacy, a part of her, to be used for something really important, like college. The children would be told about the gift, and in the process, they would learn about money. Together we converted the \$5000 into crisp savings bonds with \$10,000 (the eventual value) blazed across the front. We put them into a safety deposit box.

You have no more right to consume happiness without producing it than to consume wealth without producing it.

Bernard Shaw, *Candide*, 1. (1856-1950)

Meanwhile, in my sister's home, the idea of inherited wealth was received with ambivalence. If left to her own judgment, she and her husband would have put the money away into bonds, never told their three children about the bequest, and used the money for something significant when the children needed it. She had three reasons for concealing the bequest:

- She didn't want her children to connect death with inheriting money. Death should be simply the loss of a loved one, uncomplicated by dollar signs.
- The other set of grandparents had much less money to leave. Her goal was to prevent comparison of bequests.
- She feared the money would spoil the children. "We want them to work hard and to think they have to," she said. "Being self-reliant means you can enjoy the success you have earned."

My brother Leo shared her judgment, although he did reveal the money in vague terms to his two children. "I didn't mention numbers. If I did, Marshall (who is seven) would just go to school and blab," he said. The money has gone into a limited partnership in a real estate development. If the \$10,000 is lost, Leo says he will still be able to put his children through college.

When they are 21 or 18 or whatever, my nieces and nephew will learn that Grandma, a shadowy figure who died when they were quite young, left them this money. It is rather detached, not a part of their consciousness.

Can we demystify money and reduce it to its proper and useful place by examining our own values and attitudes, attempting to perceive financial affairs through the eyes of children, and providing simple explanations for the not-so-magical functions of money?"

Jennifer Birkmayer (1986)

As usual with parenting, what you do is more important than what you say. Attitudes about money are often caught, not taught. Like anything secretive and dark and forbidden, inherited money can take on a power all its own, for if it is a secret, it must be bad.

According to Sally Horton (1988) of Washington State University, giving children money whenever they need it or ask for it, instead of on a regular schedule, makes it hard for them to plan ahead. The same could apply to a legacy.

There seems to be a cultural taboo about grandparents sharing their wishes with the parents and grandchildren. That leaves the parents completely in the saddle, in control, and possibly unsure of the donor's exact intentions. I spoke to Dr. Lawrence Jeckel (1990), a psychiatrist and psychoanalyst, who said he'd seen hundreds of examples of clients who are disturbed about money. "You have to find what the meaning of money is to the family. It comes from our earliest development." He said if the heir is ambivalent about the loved one, the money could be spent in a week.

How do children learn healthy attitudes towards inheritance? Some good tips:

- Have grandparents and parents tell their heirs, as is appropriate to their age, about their legacy in order for children to adjust to the idea. I think it would have been beautiful if my mother could have done that. I fear for the 18-year-old who suddenly comes into a large sum without any preparation.
- Some experts advise children to save part of any large money gift. If they get in the habit at birthdays and Christmas, it could carry over into inheritance.
- In some families, the money has been lost to poor investments. The parents, as guardians, have to understand that the money is not theirs to lose.
- Ask the children not to broadcast their good fortune. Reality is reality. No one likes to know other people have more. Luke and Matt taught us

that lesson. On returning home from California, they met a new kid on the block, who invited them to go swimming.

"Does your grandfather have a Cadillac?" asked Luke.

The youngster paused for a moment and said, "No, but I have a grandfather."

Ultimately, grandmother's bequest of \$5000 will be measured by what she left them of herself.

Not what we give, but what we share,
For the gift without the giver is bare.

J. R. Lowell, *Vision of Sir Launfal II*
(1967)

References

- Aranson, S. (1990). Interview at McKinley Health Center, University of Illinois at Urbana-Champaign.
- Birkmayer, J. (1986). In Silverman, P. and others. *Resources for parents and others who care about children*. Ithaca, NY: Cornell University, p. 105.
- Horton, S. (1988). *Money sense for your children*. Pullman, WA: Washington State University.
- Jeckel, L. (1990). Interview by telephone. September, 1990.
- Kirkland, R. B. (1986). *Fortune*. September 29, pp. 18-26.
- Shaw, G. B. (1856-1950). In Hyman R. (1988) *Robin Hyman's dictionary of quotations*, Lincolnwood, IL: National Teachers Company. p. 295. •••

(Continued from page 186.)

National Recycling Coalition
1101 30th St. NW, Suite 305
Washington, DC 20007
(202) 625-6406

Environmental Action Foundation
1525 New Hampshire Ave. NW
Washington, DC 20036
(202) 745-4870

The Nature Conservancy International
1815 N. Lynn St.
Arlington, VA 22209
1-800-228-8258

Earth Care Paper, Inc.
P.O. Box 14140
Madison, WI 53714-0140
(608) 277-2900 •••

Salmonella: Simple Precautions Can Handle This Infamous Bug

Reprinted from: *Food Safety Today*, January, 1991, Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign

Salmonella is the leading celebrity among food-poisoning agents. Dubbed "superbug"—the food poisoner of the 1980s—this infamous type of bacteria is highlighted in the news every so often.

Despite all the media attention, Salmonella is hardly a newly emerging food-poisoning monster, and consumers do not have to live in constant fear of contracting it from food.

Salmonella is easily controlled in the kitchen when the cook follows a few food safety guidelines, according to Susan Brewer, a food safety specialist with University of Illinois Cooperative Extension Service.

Salmonella is most often found in the digestive tract of animals. While you can get salmonellosis in any number of ways, turkey, chicken, eggs, pork and beef are reported as the major means of infecting humans. In recent years, Salmonella has become a growing problem in poultry because of the spread of disease in confined henhouses where chickens are raised, Brewer says.

Mammals become sick when they are exposed to Salmonella, but birds infected with the bacteria may show no sign of illness. It is easy to see why the infection can spread throughout the flock without the producer becoming aware of the problem.

An estimated 80 percent of live chickens are likely to be contaminated with Salmonella, according to the U.S. Department of Agriculture. Careful processing of poultry eliminates some of the problem, but 37 percent of poultry in the grocery is still contaminated with Salmonella bacteria.

"It is virtually impossible to totally eliminate Salmonella in fresh poultry products, so it is wise to assume that all chicken we buy in the grocery is contaminated, and to treat it accordingly," Brewer says. "Yet it's certainly not a reason to stop eating chicken and turkey."

Salmonellosis occurs when someone eats a sufficient number of the Salmonella bacteria in raw, under-cooked, poorly handled or inadequately refrigerated food. Careful attention to food preparation and handling can prevent the illness from occurring, Brewer says.

Fortunately, Salmonella is very heat-sensitive. Cooking raw meats, poultry and eggs thoroughly will kill the harmful Salmonella bacteria.

Cooking is one way to control Salmonella, but food handling is another matter. It's easy to re-contaminate cooked food with careless food preparation.

"When raw chicken juices leak onto wood cutting boards, counters and utensils, it is easy for cross-contamination to occur," Brewer says. "The uncooked juices where Salmonella is multiplying may cross-contaminate cooked chicken meat. So always wash your hands with hot, soapy water after contact with raw meats and their juices. It is also a good idea to use separate utensils for raw and for cooked foods."

The cutting board is a prime culprit for food contamination because Salmonella just loves to multiply in the grooves of the soft wood. Washing the board with soap and water will not always kill the bacteria. Instead, either sanitize the board with bleach after each use, or use separate cutting boards for raw and cooked foods.

"The best option is to use a plastic cutting board and wash it thoroughly with soap and water if you are going to use the board before and after cooking chicken," Brewer says. "Using a plastic cutting board may be harder on the knife, but it is easier on the stomach."

If Salmonella is given the chance to thrive, it will grow rapidly, doubling in numbers every 20 minutes. The bacteria will multiply at room temperatures from 40° to 140° F, so it is important to keep food refrigerated at temperatures below 40° F. Always keep hot foods hot and cold foods cold. Properly store leftovers as soon after the meal as possible.

Pets can infect humans with Salmonella bacteria, so keep all pets and insects always from kitchen and dining areas. Wash your hands after handling household pets.

With certain types of Salmonella, illness can strike when as few as 20 microorganisms per gram of food are ingested. Generally, through, more than 10,000 organisms per gram are ingested before illness occurs in healthy adults. The organisms produce chemical irritants that cause nausea, vomiting, intestinal cramps, diarrhea and fever 12 to 24 hours after eating the contaminated food.

(Continued on page 195.)

Change Through Collaborative Inservice Education

Edythe D. Conway
Coordinator
New York State Home
Economics Inservice
Lansing, NY



Jean C. Stevens
Active Bureau Chief
New York State Education
Department
Albany, NY



In the early 1980s, New York State engaged in a process called "Futuring" (New York State Department of Education, 1984a) which addresses the growing gap between current education and what students needed to know and be able to do in order to be productive workers and successful and happy family members. This Futuring process began the restructuring that changed occupational education in New York State. A new initiative, "The Regents' Action Plan to Improve Elementary and Secondary Education Results" (New York State Department of Education, 1984b) spanned both general education and occupational education in the effort to better prepare students to meet the challenges of the future. These reform efforts directly affected home economics.

1. Home and Career Skills course.

A new course called "Home and Career Skills" was developed for the middle school/junior high school level. It is taught by home economics teachers with cooperation from school counselors. After two years of field testing, the course was revised as needed and is now a required course for all students in New York State.

The purpose of the Home and Careers Skills course is to "help adolescents live in a society of constant change and to improve their quality of life by

preparing them to meet their present and future responsibilities as family members, consumers, home managers, and wage earners" (New York State Department of Education, 1986).

The broad objectives are to:

- Develop skills which lead to effective decision making, problem solving and management in the home, school/community, and workplace.
- Develop concepts and skills basic to home and family responsibilities.
- Develop personal skills that will enhance employment potential.

Home and Career Skills is the transformation of the old junior high home economics. It uses home economics subject matter plus career awareness as the vehicle for teaching youngsters decision making, problem solving and personal resource management.

Thus, the content is divided into four modules. The Process Skills module must be taught first. Then, each other module is taught using the generic decision making, problem solving and management principles and applying them in a "hands-on" learning situation to foods and nutrition, clothing and design, housing and environment, consumerism and money management, human development and relationships, and career planning.

1. PROCESS SKILLS

- How do I decide?
- How do I solve problems?
- How do I manage?

2. PERSONAL DEVELOPMENT

- What makes me, me?
- How do I relate to others?

3. PERSONAL RESOURCE DEVELOPMENT

- How can I be a responsible consumer?
- How can I make money work for me?
- How do I choose what to eat?
- How do clothing decisions affect me?
- What will I do with my living space?

4. CAREER PLANNING

- What does working mean to me?

- What kind of work can I do?
- How do I make working work for me?

Home and Career Skills is a process-oriented course, not a product-oriented course. Naturally, products are produced but that is not the main objective. For example, to teach decision making and problem solving a lesson was developed around making popcorn. The class assignment was to:

- Choose a group of four to make popcorn;
- Pop 1/4 cup popcorn—with no lids provided for the pans;
- When finished, put popcorn in a bowl, clean up, then sit at your table;
- Do not eat the popcorn until after class discussion.

When students asked how to do it, the teacher said, "figure it out." Students found many ways to get the corn popped. Some students:

- Put plastic wrap on the pan and found that it melted into the popcorn.
- Put a china plate on the pan and found the plate got hot and was difficult to remove.
- Put aluminum foil over the pan.
- Put their hands over the pan and tried to keep the popcorn in.
- Used no cover and let the popcorn go all over the stove, then picked it up to put into the bowl.
- Used the microwave and let it pop all over, but it was in a contained space.
- Used the microwave and put plastic wrap over the bowl.
- Sat for awhile as they couldn't decide how to do it—then copied another group.

Eventually, all the groups produced the popped corn. Students listed the methods they used to pop the popcorn on the blackboard. The teacher then led a discussion with questions such as: How much popcorn do you actually have to eat? How many ways did your group think of to pop the corn? Why did you use the method you did? What were the results? Are you satisfied with the results? Would you do it the same way again? What would be a better way? This was a concrete example of the decision making, problem solving process. It started with student activity and led naturally to learning the steps in the process. Students consciously thought about identifying a problem, suggesting alternatives, seeing consequences of actions, evaluating results. Clearly, the emphasis was not on producing the best tasting popcorn or on the most efficient way to pop the corn. Yes, a product was produced and students enjoyed eating

it, but the main point of the lesson was learning the process skills of decision making and problem solving.

Was the lesson fun for students? Super! Did students remember the process? Yes. Could they use the process at other times? Yes. Did students tell others about this class? You bet!

2. How the transformation took place.

Since the Home and Career Skills course was to be process-oriented, a model was designed that made the process of developing the course and the process of providing inservice education very important. It was critical that teachers take ownership of the new course if they were really going to change the content they taught and adopt a process-orientation in teaching the concepts.

This collaborative model was based on the following beliefs:

- Those who implement change must be actively and significantly involved in making decisions regarding the change. This develops ownership and commitment from those who are to implement the planned changes.
- Teachers have many talents and strengths. By respecting and working with them, and developing peer leadership skills, teachers will become better teachers. They are more likely to empower their students, and will be better able to provide broader leadership in the school and community.
- No subject matter area in a school is an island unto itself. Each must be part of the total school program. Each teacher, administrator, school counselor and colleague in other subject areas must acknowledge the contribution of each subject to the preparation of the total student. The whole is indeed greater than the sum of its parts. The contribution to the education of the student will be different, but each is significant in its own way. And, one never knows which will be most important to any particular student.

3. Teachers and counselors wrote the course.

What makes Home and Career Skills such a special course is not only the content, but also the way in which the course was developed. Junior high school home economics teachers and counselors who would have to teach the course were actively involved in writing the course. Teacher educators and administrators also provided input. Because the philosophical issue of process-orientation versus product-oriented was hammered out and justified,

and objectives and suggested teaching strategies were written by the teachers and counselors themselves, the course had credibility with all of the teachers and counselors right from the beginning.

This truly was a case of shared decision making. The State Education Department set guidelines, then allowed Home and Career Skills to be written by the "grassroots", and after extensive field testing, approved the course. This developed a first level of trust for the Home and Career Skills course. This course is now the state home economics curriculum taught in all middle schools/junior high schools in New York State.

4. Some problems to be solved in getting started.

Clearly, the process of how the course was introduced to the local teachers was extremely important. It would be a critical factor in whether or not this course would be successfully implemented. Many teachers liked what they were doing and did not see the need to change. However, the Home and Career Skills course was not to be merely a "paper shuffle and name change." It could not be like new food on a plate with teachers only nibbling at it around the edges—they needed to eat the whole thing. It was a state mandate and home economics teachers needed to change if they were going to survive.

To make matters more complicated, school counselors were to be involved with the Career Planning module. This opened up the turf issue for home economics teachers and was potentially a problem. Counselors were not thrilled since they had heavy counselling loads, and many did not want to be actively teaching a whole class of students. However, being involved did not necessarily mean a lot of teaching. Counselors could cooperate in other ways as resource persons, providing materials or being guest speakers. Of course some counselors were pleased to teach career planning for a week and had the opportunity to administer interest inventories and work with students to help them discover more about themselves. And of course some home economics teachers welcomed this collaboration, although at first many did not.

Many administrators were also concerned. Since home economics had not been a state requirement before, some schools did not teach it. In those schools teachers had to be hired, rooms set up and equipment ordered. However, one of the biggest stumbling blocks seemed to be to fit the course into the school schedule.

So, everyone was wary—although all thought a course like Home and Career Skills would benefit students.

5. Inservice education and field testing.

An extensive inservice education and field testing project was initiated by the State Education Department and a coordinator was hired. Field testing Home and Career Skills course was an integral part of inservice education. The purpose was to get as many middle level home economics teachers actively involved as possible. By providing inservice education in local regional areas, all teachers had reasonable access. By inviting all middle level teachers to participate in field testing the course, all teachers could influence the course revision and develop ownership in the course.

In order to carry out the inservice education, and provide leadership for field testing, a State Home Economics Inservice Education Leadership Team was established. Our model of inservice education and communication network looked a lot like a ferris wheel.

- at the center is the axle—State Education Dept.
- around that is the hub—the project coordinator
- spokes radiate outward—eleven regions of the State
- baskets hold people at—the leadership teams the end of each spoke

As on the ferris wheel, people were nervous, but also laughing, having a good time, enjoying the sensation of doing something different—something a bit daring that seemed not quite safe. They held onto each other for support.

Each basket (each team) was independent, yet connected with all the rest of the teams and with the State Education Department through the Project Coordinator. (See figures 1 and 2 on page 193.)

Take a look at one particular basket (one regional team). Each team had a super view of the world. Because of their vantage point, their special leadership inservice education, these people had a broader perspective and a clearer view of the situation than those in the crowd on the ground. Who was put into a basket together? What comprised a regional Leadership Team?

- 6 middle school/junior high school home economics teachers (the Home and Career Skills teachers)
- 1 school administrator
- 1 school counselor
- 1 home economics teacher educator

Each group was included because they were essential to getting the Home and Career Skills course implemented. A "train-the-trainer" model was used. Each group worked as a team and also disseminated information to "their own kind", i.e., administrators to administrators, counselors to counselors, etc.

Figure 1

Home and Career Skills Collaborative Inservice Education Model

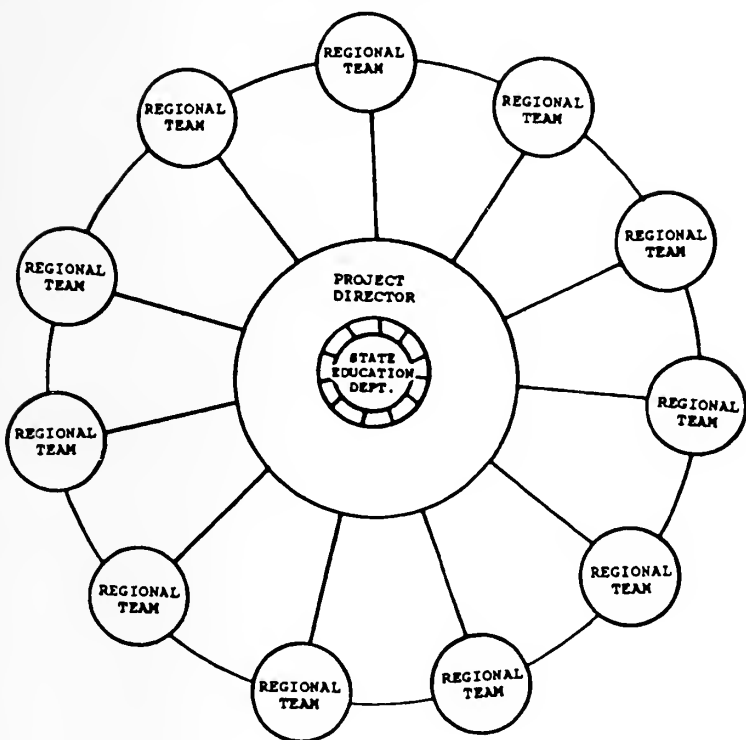
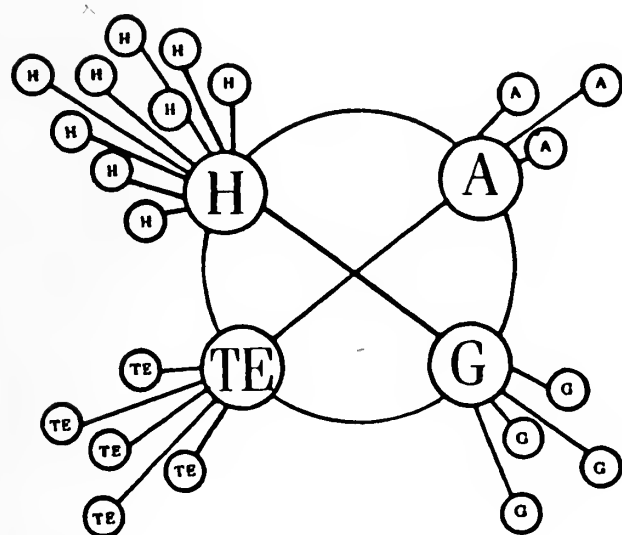


Figure 2

Regional Team Communication Network



KEY

- H - Home Economics Teachers
- A - Administrators
- G - Guidance
- TE - Teacher Educators

Home economics teachers were the backbone of the team. They knew the home economics content and were well trained in the philosophy of the new curriculum. They developed exceptionally fine lesson plans and very creative ways for teaching decision making, problem solving and personal resource management in a direct "hands-on" way. They shared their expertise with teachers in their regions.

Administrators came to better understand the Home and Career Skills course and home economics. They wrote letters to other administrators and gave talks at administrators' conferences. They helped teachers see the course in the context of the total school. It was the administrators who had to fit the course into the school schedule. Without the administrators' support the course simply wouldn't have been a respected part of the total school program.

Teacher educators often are left out of public school course development and implementation. They were part of this Leadership Team so that they would interact directly and often with teachers. Teachers came to believe the colleges did care about what went on in their classrooms. Teacher educators felt connected with what they were preparing their college students for. They made the resources of the colleges more available and developed summer courses to meet the needs of teachers which were created by the new Home and Career Skills course.

6. Leadership Team responsibilities.

The Leadership Teams had three major responsibilities: 1) provide inservice education to teachers, administrators and counselors, 2) work with field test teachers providing ideas, support and encouragement, and 3) disseminate information from the State Education Department. This was a lot to ask of people who already had full-time jobs!

In order to be better prepared to do this, the Leadership Team attended three inservice education conferences throughout the year sponsored by the State Education Department. They received the latest information on home economics content, the process skills, and leadership skill development. They heard inspirational speakers and participated as decision makers with State Education Department staff and the Project Coordinator. They came to believe they did make a difference in the direction that home economics was taking in New York State. Since this was a train-the-trainer model, much of the information, techniques, and enthusiasm generated were passed on to the local teachers in the inservice education that Leadership Teams provided. As the project coordinator was a mentor to the Leadership Teams, the Leadership Teams became mentors to the local teachers.

The state invited all schools to field test the new curriculum. Schools self-selected themselves on a voluntary basis. Approximately 1,500 teachers participated and sent in just over 4,000 critiques. Critiques were a detailed six page form which asked for such things as the teacher's rating of the level of the objective, its clarity, and comments on suggested teaching strategies. It also asked for recommendations for resources and additional teaching strategies. Additional teachers attended the inservice education even though they were not field testing the course.

The Leadership Team went well beyond what was expected. They contributed all hours of the day and night, literally. In addition to the required inservice education they were expected to provide, many regions further subdivided their region into smaller, more local clusters. They also held many meetings on teaching specific topics and/or objectives in order to assist teachers in learning to teach in a decision making, problem solving mode. As teachers gained confidence they brought copies of their best teaching ideas and shared them with other teachers. A strong local network developed, people telephoned each other and commiserated or congratulated each other as appropriate.

The project coordinator was also available at any time, especially to the Leadership Team, but also to the local teachers. The State Education Department was readily available to the project coordinator so that questions were answered quickly. Communication took place between the teachers, the Leadership Team, the project coordinator, and the State Education Department.

7. Course revision

Based on the data gathered and analyzed, a small group of teachers, counselors and the project coordinator, with input from the State Education Department staff, revised the Home and Career Skills Course. A second year of intensive inservice education and field testing followed. Only minor revisions needed to be made.

8. Results

The overall result was a feeling of accomplishment for all. Specific results of this collaborative model of curriculum development, field testing and inservice education were:

- Middle level home economics changed significantly and Home and Career Skills was a well established course.
- Teachers changed the way they taught.
- Teachers became confident and enthusiastic about Home and Career Skills.

- A strong communication network among teachers was established.
- Teachers worked collaboratively with administrators.
- Teachers worked collaboratively with school counselors.
- The image of home economics was much improved.
- Peer leadership developed.
- Teachers became well informed of State Education Department policies and new initiatives.
- An excellent working relationship developed between teachers and the State Education Department.
- The State Education Department developed respect for teachers and shared decision making.
- Local teachers became more confident and articulate with their colleagues in other subject matter areas.
- Local teachers became more proactive—willing to talk to school boards, write to regents, legislators, etc.
- Many administrators and counselors understood home economics better and supported Home and Career Skills.
- Home economics in New York State became focused and cohesive.
- Teacher educators became part of the group and developed courses specifically for Home and Career Skills teachers.
- Students benefitted from a contemporary home economics course (Home and Career Skills) relevant to their current and future needs.

A survey of principals and teachers conducted by consultants in 1988 found that:

- 97 percent of principals said that Home and Career Skills supported the inquiry method.
- 96 percent of principals said that Home and Career Skills was valuable to students.
- 93 percent of principals said Home and Career Skills was appropriate.
- Enthusiasm for Home and Career Skills by the teachers was directly related to the amount of inservice they participated in. The more inservice the more enthusiasm.

9. Conclusion

Changing middle level home economics education statewide was a massive undertaking and a difficult process. However, the collaborative model produced the desired changes and home economics became stronger because of it. Students benefited from the new Home and Career Skills course and the renewed vigor of the teachers.

One teacher who had planned to retire, stated that this was the most exciting teaching she had done in thirty years. She is still teaching and is "one of the best."

Students realized that home economics was relevant to their daily lives, both now and in the future. One seventh grade boy said, "Now that I know how to make good decisions, I will know how to choose a wife."

Because this collaborative model of inservice education worked so well, the model has been expanded to include the local high schools and area occupational/technical high schools.

As a result, New York State has a network of teachers and other professionals able to work together for home economics in a constructive manner. They actively engage in activities to ensure that students have access to quality home economics programs which will prepare them to meet the challenges of a changing family, work, and global environment.

As Mark Twain once said, "Even if you are on the right track—if you don't keep moving you'll get run over." So, to keep moving in New York State, the process continues.

References

- New York State Department of Education. (1984b). *The regents action plan to improve elementary and secondary education results*. Albany, NY: The State University of New York.
- Office of Occupational and Continuing Education Department. New York State Department of Education. (1984a) *Futuring—Home economics education*. Final report to the State Department of Education. Albany, NY.
- The State University of New York and the New York State Department of Education. (1986). *Home and career skills syllabus*. Albany, NY. .
-

(Continued from page 184.)

"Consumer preference is an integral part of the whole issue of pesticide use. We've grown to expect perfect, plastic-like produce at a low cost," Masiunas says. "The price society will pay for demanding less pesticide use is likely to include higher food prices and decreases in general availability of produce. We may need to look at what our parents and grandparents ate and shift some of our expectations."

Going back to the days of fresh produce in the summer and preserved foods in the winter isn't a pleasant alternative for Dan Meador, a University of Illinois Extension fruit crops specialist.

"The American public now has the best quality, largest quantity food at the cheapest price relative to income that they've ever had," he says. "Almost everyone eats like the kings of history did and it's possible for the general public to eat better than the elite wealthy of just a few generations ago."

"We don't go to the store and hope what we want is there; we assume it will be. Pesticides help make that possible."

"Indirectly, pesticides are part of society's shift toward convenience in foods and shopping," Meador says. Increasingly, today's consumers want produce to eat as is or with minimal preparation; they don't have time to cut out bruised spots or make pies and soups with low-quality produce. And they don't want to shop daily. To store well in the home, produce must be in top condition at purchase.

"Over and over we see consumers choose the reddest, most attractive apples, even though those apples may not have the best flavor," Meador says. "As long as consumers prefer the picture-perfect produce, there can be no distinction between pesticides used out of necessity and pesticides used for cosmetic purposes." •••

(Continued on page 189.)

Recovery usually occurs in two or three days, but some individuals develop symptoms that persist for weeks. Salmonella is especially dangerous for infants, pregnant women, elderly individuals and anyone who has a weakened immune system.

"Research has shown that Salmonella can have accumulative affects as well," Brewer says. "Multiple Salmonella infections have been correlated with arthritis. You may recover from a Salmonella infection and feel fine, but you could feel the effects 20 years later."

Because the symptoms of Salmonella are very much like those of the flu, many people don't realize they have been poisoned by food they ate one or two days earlier. If a Salmonella infection is suspected, there is little that can be done but let the illness run its course, Brewer says. If symptoms are severe, however, call your doctor. •••

Development of Model for Teaching Cultural and Ethnic Awareness

Dorothy Z. Price

Professor

Department of Child, Consumer and Family Studies
Washington State University
Pullman, WA

Much has been written and said in recent years about the growing importance of cultural awareness in the United States. Henry (1990) provides an example of this discourse when he points out that 25 percent of Americans currently define themselves as Hispanic or non-white. He also states that a truly multi-racial (and therefore, multi-cultural) society is harder to govern. If this is true, it follows that a multi-racial and/or multicultural society provides greater challenges to anyone working in areas dealing with families, and with human resources in general. Beyond this, we need to consider the fact that our multi-cultural society is increasingly intertwined with decisions being made in other countries, and will be affecting decisions made in these countries.

In a recent conference which focused on countries of the Pacific Rim, a panel of political analysts, consuls of other countries and international educators agreed that ethnocentrism in political, economic and educational institutions was a major impediment to how well the United States will be able to compete and, also, to cooperate with people and institutions in other countries (Lewiston Idaho Tribune; 1990). Panelists also agreed that education was the major area from which change must come.

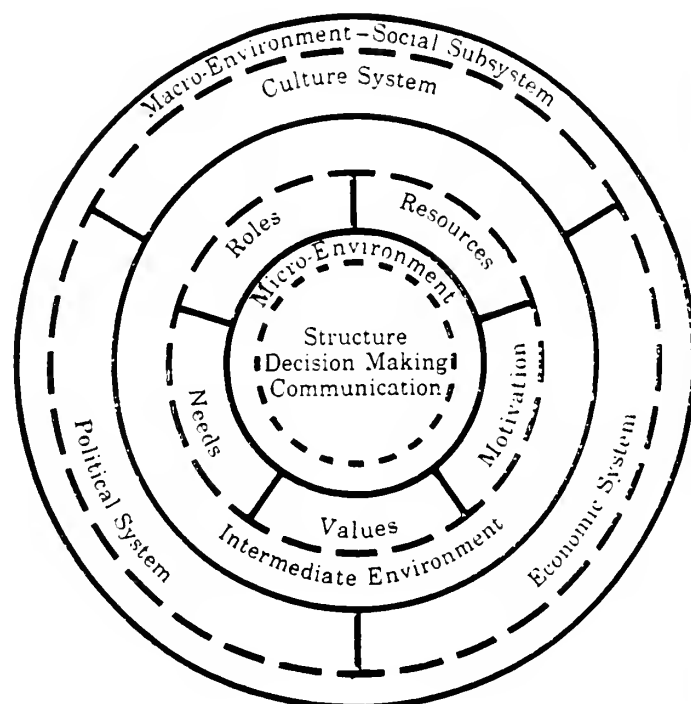
Development of Model

This paper reports on the development and use of a model for teaching cultural and ethnic awareness. The model was developed initially as part of a research project that focused on consumer decision making in various countries. After the model was used to identify and analyze consumer decision making in ten Pacific Rim countries, it became evident to the researchers that the model offered a potential organizational framework for teaching about individuals, families, households and consumers in other countries, as well as those representing various cultural groups within the United States.

A model (Figure 1) was adapted from one developed by Hodge and Johnson (1981). It provides a framework for guiding search for data, and for organizing and analyzing the available data. Experts in international and multicultural education indicate a need for a holistic approach to understanding other cultures. This model facilitates a holistic approach because it includes three major environments which affect an organization, in this case, the family or household unit. These are:

- *The macro-environment*, which refers to the entire social subsystem of a society.
- *The intermediate environment*, which connects the organization to its macro-environment.
- *The micro-environment*, which includes the different activities that a unit uses to reach some of its goals.

Figure 1
Model of the consumer decision making organization



The macro-environment includes external systems which affect lives, and while they are outside their direct control, they still have a great influence on decisions. This environment is made up of three major systems: cultural, economic, and political.

The intermediate environment is a network of systems which connects an organization, such as a household unit, to the elements of the macro-environment. Specific elements of the macro-environment make household (or family) units different from each other, yet still connect each of them to the more general environment. For example, personal and family goals and behavior are fundamentally affected by aspects of the systems within their intermediate environment, such as roles, resources, needs, values, and motivation.

The micro-environment stems from the intermediate environment. It includes interrelated linking systems which form the boundaries for the behavior of the specific unit. This is the environment which is closest to the individual. The micro-environment encompasses family or household structure, decision making processes, and communication patterns.

Use of the Modules

An experimental university course was developed around the organizational decision making model discussed earlier. It was assumed that it was necessary for students to understand individual and family decision making within the context of all of the various environments which affect it. Use of this model underscores the human ecology/family resource management approach to the course. This holistic view was constantly emphasized.

Teaching modules, developed around the model, that related to Japan, People's Republic of China, Taiwan, and South Korea were distributed to students. (See Appendix A for an example of the type of data included in study modules.) They were then asked to identify possible decision situations which individuals and families in each of these countries could be expected to face. These were to include a variety of types of decisions which ranged from minor to very important and which focused on varied units, from the individual to the family and to the society as a whole. Students analyzed each decision situation, considering the effects of elements in all three environments: macro-, intermediate and micro-. Analyses for each country were presented for class discussion; questions then were formulated in relation to information that was still needed to adequately understand each decision situation.

APPENDIX A

Japan

Macro-Environment

Cultural

- Appears to be patriarchal, but females dominate the home.
- Emphasis on group, not individual.
- Important to always work for harmony and never give offense.
- Emphasis, almost to a fanatic level, on gift giving.
- Most basic group is the family unit, which still retains relatively strong parental authority.

Economic

- Job seen as sense of being part of something larger and more significant than individual.
- "Lifetime" employment system is very important, but does not affect all Japanese; those not affected have a different approach to economic security than that usually assumed for Japanese.
- Where there is "lifetime" employment, it is also accompanied by a seniority system and very close employer - employee relations.

Political

- Great emphasis on fear of vulnerability, and therefore, need to protect Japan.
- Extreme importance on quality control standards.
- Consumer demand plays major role in determining standards.
- Importance of self-sufficiency especially in regard to food.

Intermediate Environment

Motivation, Needs and Values

- Basic need level is similar to that in United States
- Great value placed on education.
- Consensus and conformity are seen as important.

Roles

- Strongly defined and tied to traditional culture.
- Many marriages are still arranged.
- Men spend many hours with male friends.

- Women care for men and children, but do not consider themselves inferior.
- "Role playing" is very important, since society largely dictates "proper" content of each role.

Resources

- Although somewhat lower than mean disposable income in the United States, income is high.
- More consideration given to expenditures even of relatively small monetary amount (such as \$5.00).
- Land, especially for housing, is a scarce resource.

Micro-Environment

Structure

- Nuclear family is now most important, but extended family is still revered.
- Increasing number of employed, married women.
- Elderly becoming a larger and more important segment of population.

Communication

- Strong hierarchial structure.
- May use vague, ambiguous communication, allowing for different interpretations.
- Avoids open confrontations.
- Stress non-verbal communication which centers on intuition and feeling of what is correct and proper.
- Much emphasis on nonverbal communication; because of homogeneous society, this is readily understood by Japanese but not by others.

Decision Making

- Decision making by consensus is the norm.
- Takes a long time to reach a decision, but action then comes quickly; this is largely opposite the approach usually used in the United States
- Generally dislike making decisions.
- Prefer to avoid risks, but to avoid a negative result are willing to take major risks; this usually occurs only in important decisions, with conservative approaches taken with minor decisions.

* This represents only a sample of the data included in the study modules. The completed modules are much more extensive.

Special emphasis was given to helping students appreciate the importance of the broad view of cultural understanding the macro-, intermediate, and micro-environments. Students seemed comfortable when discussing elements of the micro-environment, and found it quite difficult to relate to issues within the intermediate environment and very difficult to incorporate aspects of the macro-environment into their analyses. This is analogous to problems often found in international marketing research and in other multicultural research which often focus on a specific area looking for a specific quick answer. In other words, frequently only micro-environmental issues are studied. (Occasionally, macro-aspects may be mentioned, but their relationship to micro issues is not investigated.) The tendency to stay with what is familiar, and seems to be more likely under one's control (at least to some degree) appears to make it more difficult to appreciate broader environmental influences on personal, family, or even business behavior. Since this class was experimental in nature and designed primarily to elicit student response to the content, evaluation of student's work was done in an informal, highly qualitative manner. This relied on an open-ended questionnaire and a follow-up class discussion. (Future classes will make more use of specified pre- and post-tests for each country or culture.)

Students also evaluated of the course. Evaluations were almost unanimously positive with strong recommendations that the course be required and be offered earlier in the curriculum (such as at the sophomore level). Students agreed with the perceptions of instructors that the macro-environment aspect of a culture was the most difficult to understand and to relate to individual and family problems. However, it was apparent that they had become aware of the importance of this aspect and recommended that additional course material and time be devoted to this area.

Future Plans

Since the class has been taught, a new set of modules, focusing on cultures within the United States has reached a preliminary stage of development. These will first include cultures important within Washington State: Cambodian, Laotian, Vietnamese, various Hispanic groups and selected Native American tribes. Questions could be raised as to why these cultures were not initial targets for the study modules. There are a number of reasons why the sequence was selected

(Continued on back inside cover.)

ILLINOIS TEACHER

Complete Inventory Liquidation

Send this order to:

Name _____
 Address _____
 City, State, ZIP _____
 Phone: (_____) _____

(All orders must be accompanied by payment. Make checks payable to the University of Illinois.)

Orders must be received before July 31, 1991.

Complete set of all available issues:

US—\$20.00, Foreign—\$25.00 _____
 Set of Teaching Techniques—\$6.00; single copy \$1.50 _____
 Set of Proceedings—\$3.00, single copy \$1.50 _____
 Conversation and Company of Educated Women—\$1.50 _____
 Package: Teaching Aids and Lesson Plans—\$3.00 _____
 Key ● = Teaching Techniques; ▲ = Teaching Aids;
 ■ = Proceedings. Symbols correspond with instructional materials on next page.

BACK ISSUES OF ILLINOIS TEACHER —YOU MAY HAVE

MISSED. These selected back issues are available at \$1.50 each. Please indicate in the blanks the number of issues desired. Letters in parentheses refer to subjects contained in each issue. Capital letters indicate emphasis.

KEY:

- | | |
|-----------------------------------|--------------------------------------|
| (a) Nutrition/foods | (n) Indexes |
| (b) Consumer education | (o) Teaching techniques |
| (c) Special needs education | (p) Curriculum development |
| (d) Adult & Continuing ed. | (q) Educational technology |
| (e) Career & Vocational ed. | (r) History & Philosophy of H.Ec.Ed. |
| (f) Textiles & Clothing | (s) Future Orientation of Home Ec. |
| (g) Child & Family life ed. | (t) Public Relations |
| (h) Housing & resource mgmt. | (u) Research |
| (i) Teaching as a profession | (v) Employment issues |
| (j) Environment & quality of life | (w) Ethics/Values |
| (k) Human roles & relations | (x) Entrepreneurship |
| (l) FHA/HERO | |
| (m) Home Ec. around the world | |

Volume XXXIV, 1990/91 HOME ECONOMISTS AS LEADERS IN THE WORKPLACE AND THE COMMUNITY

- ____ No. 1, Urbana Middle School Leadership in the Workplace and the Community (Guest Edited Issue) (a,c,g,h,j,k,m,o,p,r)
 ____ No. 2, Home Economics Curriculum Development. (b,c,d,g,i,j,k,o,p,r,t,v,w)
 ____ No. 3, *Illinois Teacher* Salutes 1990 Home Economics Teachers of the Year (a,b,c,d,e,f,g,h,i,j,k,o,p,r,v)
 ____ No. 4, Home Economics Curriculum Development (a,e,f,g,h,i,j,k,m,o,p,t)
 ____ No. 5, Leadership in Home Economics (A,b,g,j,k,o,p,w)

Volume XXXIII, 1989/90, CRITICAL AND REFLECTIVE QUESTIONING OF OUR UNDERSTANDING OF HOME ECONOMICS TOWARD ACTION.

- ____ No. 1, Canadian Home Economics Education (Guest Edited Issue) (e,i,k,m,p,q,r,s)
 ____ No. 2, Understanding Home Economics (a,d,g,h,i,k,o,p,t)
 ____ No. 3, Understanding Home Economics (d,f,g,h,i,k,p,r,s,t,u)
 ____ No. 4, A Salute to the 1989 Home Economics Teachers of the Year (o,i)
 ____ No. 5, Understanding Home Economics (g,i,k,o,p,t)

Volume XXXII, 1988-89, HOME ECONOMICS: KNOW YOUR PROFESSION

- ____ No. 1, A Home Economics Response to the Evolving Family Structure (Maine Guest Edited Issue) (b,g,j,k,p,q,s,u,v,x)
 ____ No. 2, Home Economics from Different Viewpoints (a,g,o,p,s,u,w)
 ____ No. 3, Home Economics Education. The Challenge to Create History (Minnesota Guest Edited Issue) (g,j,k,p,r,s)
 ____ No. 4, Recognized Teachers and Some of Their Programs ((a,b,f,g,h,i,j,k,o,p,s,w)
 ____ No. 5, The Wisconsin Project: Reflective Considerations by Practicing Teachers (c,g,i,k,p)

Volume XXXI, 1987/88 (No central theme)

- ____ No. 1, Articles and Cumulative Index by Subject, Volume XII to XXX (g,i,j,k,o,s)
 ____ No. 2, Global Connections: Development Education for American Teenagers through Home Economics (k,l,m,o,p,s,t)
 ____ No. 3, Thoughts on Relationships, Basics and Textiles (c,g,k,p,r,s,t)
 ____ No. 4, Oregon Issue (a,g,i,o,p,t)
 ____ No. 5, The 1987 Home Economics Teachers of the Year and Responses to Progressive Retrenchment (a,g,h,i,l,o,p,q)

Volume XXX, 1986/87, ETHICS IN TODAY'S WORLD

- ____ No. 1, Ethics and Home Economics (k, o,p,R)
 ____ No. 2, Enhancing Learning Effectiveness (e,g,h,i,o)
 ____ No. 3, Public Relations, Promotion and Publicity (l)
 ____ No. 4, Ethics and Critical Thinking (g,i,o,p)
 ____ No. 5, Ethics at Home and School (e,f,g,i,k,o,p)

Volume XXIX, 1985/86, EXCELLENCE IN EDUCATION: THE HOME ECONOMICS CONTRIBUTION

- ____ No. 1, Your Philosophy is a Key (a,b,f,g,i,o,r)
 ____ No. 2, Present Patterns & Future Directions (a,b,c,d,g,i,k,m,o,r)
 ____ No. 3, Excellence In Education: The Home Economics Contribution (a,c,h,k,o,p,r)

- ____ No. 4, Means to Excellence (a,b,d,f,h,i,k,l,m,o,p,r)
 ____ No. 5, Excellence Means Solving Problems (a,b,d,e,f,g,h,i,k,m,o,r)

Volume XXVIII, 1984/85, HOME ECONOMICS IN A NATION AT RISK

- ____ No. 1, Can Home Economics Help Reduce the Risks? (a,b,d,f,g,k,l,o,p,q,r)
 ____ No. 2, Encountering The Challenges (a,b,c,d,f,g,i,j,k,m,o,p,q,r)
 ____ No. 3, Families At Risk: What Help Do They Need? (b,c,d,f,g,i,k,l,m,o,p)
 ____ No. 4, At Risk: Let Us Count The Ways (a,b,e,g,h,i,j,k,o,p,q,r)
 ____ No. 5, Some Philosophy and Human Relations (a,e,f,g,i,j,k,l,m,n,o,p,q,r)

Volume XXVII, 1983/84, THE PROCESS OF EDUCATION

- ____ No. 1, Curriculum Reform and Home Economics: What Do We Do Now? (a,b,g,l,j,k,l,n,o,p,q,r)
 ____ No. 2, Focus on Family Resources—Education for the Good Life (a,b,c,d,g,h,i,k,o,p)
 ____ No. 3, Nutrition Education for 1984 and Other Important Matters (A,d,e,g,i,j,k,o,p)
 ____ No. 4, With Emphasis on Family Relationships (b,G,i,k,o,p)
 ____ No. 5, With Emphasis on Clothing and Textiles (d,e,F,g,h,i,k,m,o,q)

Volume XXVI, 1982/83, THE ROLE OF HOME ECONOMICS IN REVITALIZING OUR ECONOMY

- ____ No. 1, Families and the Economy (a,e,g,h,i,k,m,o,p,r)
 ____ No. 2, Home Economics—The Responsive Profession (a,b,c,e,g,i,j,k,l,o,p,r)
 ____ No. 3, Unemployment, Entrepreneurship and Human Relations (a,E,g,h,i,k,l,m,o,p,r)
 ____ No. 4, Revitalizing Ourselves and the Curriculum (a,b,c,d,e,f,g,h,i,j,k,o,p,q,r)
 ____ No. 5, Thinking Consumers and Global Home Economics (e,g,h,i,k,m,p,r)

Volume XXV, 1981/82, A LOOK BACK TO PLAN AHEAD

- ____ No. 1, Nutrition Education in the '80s (A,e,h,i,k,n,o)
 ____ No. 2, Home Economics Teachers and Extension Home Economists Work Together (a,B,D,e,g,h,i,k,m,o,p)
 ____ No. 3, Pre-School, Middle School, High School, Adult Education and Teacher Education (a,b,d,e,g,h,i,k,m,o,p)
 ____ No. 4, What Do the 80s Require? (d,e,g,h,i,k,m,o,q,r)
 ____ No. 5, Curriculum Planning (e,g,h,i,k,m,p,r)

Volume XXIV, 1980/81, VISIONS AND DECISIONS FOR THE '80s

- ____ No. 1, Consumer Education for the Decade Ahead (a,b,g,h,i,o,p,r)
 ____ No. 2, The Education and Rehabilitation of Handicapped Persons (C,e,p)
 ____ No. 3, Human Relationships in the Next Decade (d,G,h,i,o)
 ____ No. 4, Broadening Our Horizons in Home Economics (a,b,d,e,f,g,k,i,o,p,r)
 ____ No. 5, Information for Congressional Decisions in '82...and Other Ideas (b,c,e,g,h,i,m,o,R)

Volume XXIII, 1979/80, REDEFINITIONS AND REVALUATIONS

- ____ No. 1, Redefining Basics and Social Problems (c,e,g,h,i,k,o)
 ____ No. 2, Redefining Challenges and Reevaluating Actions (b,c,g,j,p)
 ____ No. 3, Redefining Home Economics and Reevaluating Nutrition Education (a,b,f,i,j,p,o)
 ____ No. 4, Signs of the Future (a,b,c,d,e,g,i)
 ____ No. 5, Redefining Human Relationships (b,d,e,g,h,k,n)

Volume XXII, 1978/79, A NEW LOOK AT THE BASICS: LEADERSHIP THROUGH HOME ECONOMICS

- ____ No. 1, A New Look at the Teaching of Foods (a,c,i,k,o)
 ____ No. 2, Human Development and Relationships as Basics (g,k,o,p)
 ____ No. 3, Basics: Philosophy, Housing, Clothing (f,g,h,i,o)
 ____ No. 4, Some Basics Via Future Homemakers of America and HERO Chapters (d)
 ____ No. 5, Work as One of the Basics (b,d,e,g,m,n,o)

Volume XXI, 1977/78, CURRENT CONCERNS IN HOME ECONOMICS EDUCATION

- ____ No. 1, Current Concerns of the Secondary Teacher (g,h,k,l,m)
 ____ No. 2, Expanding Our Scope of Service (b,c,e,g,k)
 ____ No. 3, Resource Conservation in Home Economics (c,f,h,i,l)
 ____ No. 4, Current Concerns in Human Relationships (a,c,g,h,o)
 ____ No. 5, Current Concerns in Consumer Education (b,n,p)

Volume XX, 1976/77, FUTURISM AND HOME ECONOMICS

- ____ No. 1, Perspectives on our Habitat (h,j)

- ____No. 2 Foundations for the Future (e,g,h,f)
- ____No. 3 Futurism and Nutrition Education (a,l,o)
- ____No. 4 Sex Roles and Home Economics (e,k,m)
- ____No. 5 Towards Home Economics for All (g,j,k,n)

Volume XIX, 1975/76, THE QUALITY OF LIFE AND HOME ECONOMICS

- ____No. 1 Quality of Life and Home Economics: Implications for Curriculum (h,j,l,o)
- ____No. 2 Quality of Life for Home Economics Teachers (b,c,j,m,o)
- ____No. 3 The Teaching of Family Relationships and the Quality of Life (g,j,m,n)
- ____No. 4 Nutrition Lifestyles and Quality of Life (e,h,m,o)
- ____No. 5 Consumer Education and the Quality of Life (a,b,j,n)

Volume XVIII, 1974/75, NEW FACES AND PLACES FOR HOME ECONOMICS

- ____No. 1 United Arts Programs Including Home Economics (b,e,g)
- ____No. 2 Thoughts on Our Theme: Leaders in Home Economics (b,g,l)
- ____No. 3 Serving All Ages (a,g,i,l)
- ____No. 4 Vocational and Career Education (e,g,l)
- ____No. 5 Human Roles: Examining Choices Through Education (b,g,l)

Volume XVII, 1973/74, REACHING ALL MINORITIES THROUGH HOME ECONOMICS

- ____No. 1 Capitalizing on Interest in Children (c,f,g,i)
- ____No. 2 Exploring Careers in the Junior High School (e,i)
- ____No. 3 Better Health Through Better Nutrition (a,b,i,o)
- ____No. 4 Housing—Designing for People's Needs (h,e,c,b)
- ____No. 5 Better Management and Improved Consumer Education for all Ages (b,h)

Volume XVI, 1972/73, HUMANENESS AND HOME ECONOMICS IN THE SECONDARY SCHOOL

- ____No. 1 Nutrition Education for Increased Humaneness (a,i)

● A. HOME ECONOMICS LOW LITERACY MATERIALS. Third to fifth grade reading level.

- A5. SAFETY! CHILDREN AT HOME! Janet Tracy, 32pp. illus. The dangers of poisoning and some preventive measures are presented in three stories about preschool children.
- A6. THE NUTRITION GAZETTE. A four-page "newspaper" concerning so-called health foods including ads showing comparative costs, "Ann Landers" type column, and information from authoritative sources.

● B. SELF-TEACHING BOOKLETS. For use by a student in independent study or by a group, with or without a teacher. Fourth to fifth grade reading levels except booklets B10 and B11.

- B1. HAMBURGER AND YOU. Janice Tronc and Judy Oppert. Included are a booklet and instructions for making a puzzle board, instructions to the student, and answer sheet. Teaches that a hamburger contains nutrients which are broken down and become part of the cells of the human body.
- B2. CALORIES AND YOU. Carolyn J. Wax. The booklet uses analogies, explanations, questions, and problems to lead the student to discover the body's need for energy and its relationship to calories. The student would need a set of Comparison Cards* which are not included.
- B3. HOW TO USE THE COMPARISON CARDS. Janice Tronc. Booklet explains in very simple language for slow learners how to use the Comparison Cards. The student would need a set of Cards* which are not included.
- B4. LET PROTEIN WORK FOR YOU. Carolyn J. Wax. Part one uses situations and related questions to illustrate how protein works for the body. The student discovers what kinds of foods provide protein in the second part.
- B5. SHOPPING FOR PROTEIN—CALORIE-WISE AND \$-WISE. Carolyn J. Wax. The student classifies foods as poor, good, or very good sources of protein, and which foods are high in protein and low in cost and calories. In part two, the student makes food plans that are economical and provide 100% of the RDA. The student would need a set of Comparison Cards* which are not included.
- B6. DISCOVERING A PATTERN FOR A BALANCED DIET. Hazel Taylor Spitz. This booklet contains instructions for making a jig-saw type puzzle with 72 pieces, in five shapes, each representing a food. To work the puzzle, a student selects any 14 pieces that will fit the 10 x 12 inch board. After working the puzzle four times, the student discovers that the only pieces s/he has left are foods which do not help "balance" the diet. The foods used are categorized by type and totaled. The student discovers that every time the puzzle "works" there is a pattern. There is no mention of the "Basic Four" although this is the pattern s/he discovers. An accompanying leaflet provides questions and suggestions.

- B7 & 8. CHILD CARE IN DAY CARE HOME. Virginia Nash. These booklets, B 7 for the teacher and B8 for the student, include a series of stories, illustrations, and questions; teach how to prepare for, organize, and conduct a day care home and include information on licensing, equipment needed, procedures to assure safety, etc.

- B9. YOU AND COMMUNICATIONS. Gary T. Werner. Booklet examines the significance of communication and its basic component in an effort to improve human relationships. Skits, analysis, and discussion questions explore verbal and non-verbal communication.

- B10-B11. EXPLORING OUR ATTITUDES TOWARD AGING. Penny Ralston. Eighth grade reading level. Booklet designed to help students examine their attitudes toward older people and toward the aging process. Discussion includes how stereotyping affects older people. Suggested learning activities are provided along with a free teacher's guide.

- B12. APARTMENTS...? the dollar and sense of it. Wynett Barnard. A mini curriculum guide containing five lesson suggestions and an appendix with supplementary material including a lease form and case studies. Illustrated. Teaching techniques include simulations.

- ____No. 2 Consumer Education and the Quality of Life; Drug Education; Legal Aid; Ecology; Nutrition (b,f)
- ____No. 3 The Family in Today's Society; Occupational Program in Child Development; Drug Abuse Prevention; Urban Communes; Toys for Consumers (b,e,g,h)
- ____No. 4 The Liberated Family; Woman's Rights Movement and VOTEC Education (g)
- ____No. 5 Career Selection as a Humanizing Experience (e)

Volume XV, 1971/72, OLD VALUES AND NEW APPLICATIONS

- ____No. 4 Home Economics and Vocational Education (a,e,g)

Volume XIV, 1970/71, HOME ECONOMICS FOR THE SEVENTIES: ACCENT ON

- ____No. 1 Nutrition for Consumers (a,i,o)
- ____No. 2 Meeting Low Literacy Needs (a,c,h,i)
- ____No. 3 Curriculum Ideas for the 70's (a,b,c,f,g,h)
- ____No. 4 Accent on Home Economics Occupations (e,p)
- ____No. 6 Values and Practices in Clothing Selection (f)

Volume XIII, 1969/70, RELEVANCE IN;

- ____No. 3 Relevance—Through Vocational Education (e)
- ____No. 4 Family Life Education (g)

Volume XII, 1968/69, ACTION AND INNOVATION

- ____No. 1 Feasibility of Studies about Employment Education (e,g)
- ____No. 2 Occupational Program Description and Legal Aspects of Such Programs (e,f)
- ____No. 3 Teaching Those With Special Needs
- ____No. 5 Independent Study Techniques; Displays; Occupations in an Institution for the Mentally Retarded (c,e,g,i)
- ____No. 6 Video Tape Techniques; Employment Education Course (e)

- B13. HOW INSURANCE WORKS. Barbara Bazzell. Includes information on activities on several kinds of insurance. References. Evaluation devices.

● C. GAMES AND SIMULATIONS

- C1. NUTRITION INSURANCE. Judy Oppert. A set of "insurance policies" for health with suggestions for use. Some students represent insurance agents and try to "sell" their policy to other students. Each student "customer" is given a set amount of calories with which to "buy" his/her nutrients to insure against the disorder. Students discover that some foods pay the premium for several policies. Policies include insurance for: goiter, nervousness, diseased bones and teeth, iron-deficiency anemia, cell separation, overweight, and "wearing out."
- C2. CONCENTRATE ON PROTEIN. Linda Valiga. This game may be played in groups or individually. The card game is similar to "Concentration" and emphasizes the concept of protein complementarity, that is improving protein quality in some plant foods by combining them with certain other foods.

● D. REFERENCE MATERIALS

- D1. INSIDE INFORMATION. Carolyn J. Wax. "Inside Information" is basic nutrition information in very simple language about 11 nutrients in question-answer format. Information is printed so that it can be cut out and pasted on 3 x 5 cards to be filed, or to be placed on boxes labeled "Building Blocks of Food." An accompanying leaflet suggests some possible ways to use the information in teaching.
- D5. NUTRITION KNOWLEDGE TEST FOR CONSUMERS. Hazel Taylor Spitz. This 280-item test is a 46 clusters of true-false items based on the Basic Conceptual Framework of Nutrition. In simple language and with reliability around .90, it may be useful in both teachers and researchers.
- D6. A SELECTED BIBLIOGRAPHY IN HOME ECONOMICS EDUCATION. 1966 to 1976. Sarojini Balachandran. 114pp. This bibliography deals with the following topics as they relate to Home Economics Education: changing marital forms, sex roles, consumer problems, family relations, futurism, human relations, human rights, leisure time, population and world food problems. Over 300 journals cited.

- E. E1. Proceedings of the Conference on Current Concerns in Home Economics Education
- E2. Proceedings Silver Jubilee Conference Interrelationships Between Work Life and Family Life 64 pp.
- E3. Ethics in Today's World. Proceedings from the 30th Anniversary Conference.
- F. F1. The Conversation and Company of Educated Women: A colloquy on Home Economics Education. Linda Peterat.

- ▲ HEE 1001 Energy Conservation in the Home—You Can Make the Difference, 16 p.

- ▲ HEE 1002 Metric Units of Measure—Length, 12 p.

- ▲ HEE 1003 Metric Units of Measure—Area and Volume, 12 p.

- ▲ HEE 1004 Metric Units of Measure—Mass and Temperature, 8 p.

- ▲ HEE 1005 Selecting Toys: The Choice Is Yours, 20 p.

- ▲ HEE 1006 Saving Clothing by Removing Stains, 8 p.

- ▲ HEE 1007 Learning to Be a Satisfied Renter, 16 p.

- ▲ HEE 1008 Quick Meals at Low Cost, 12 p.

- ▲ HEE 1009 The Way We Act—Developing Self-Esteem and Assertive Behavior, 8 p.

- ▲ HEE 1010 Ruin It or Renew It in the Laundry, 12 p.

- ▲ HEE 1011 What's New in the Supermarket? 8 p.

The Package: 1 of each HEE 1001 to 1011 Special rate—\$3.00
We pay postage

1. Since data was already available for other countries, these could quickly be assembled for use in an experimental class which would then provide needed data for development of final modules.
2. Perhaps surprisingly, university students seem to have more contact with people from other countries than with those from cultures other than their own within the state. They are more likely to meet students and families from these countries on campus and interact with the foreign children in preschool and local field experience settings. To some extent, it is easier to begin multicultural study by viewing other countries. Also, it is important to understand the country and culture of one's own country before trying to study that group within the setting of this country. For example, an understanding of Mexico will provide necessary background for study of some Hispanic groups. Although students below college level may not always have as much exposure to students from other countries, there may be some through international exchanges, and so on. Even where this is not the case, there is some evidence that cultural sensitivity may be easier to initiate with cultures which are further from home.
3. Finally, we realize that our students are entering a world which is becoming increasingly internationalized. In their professional and personal lives, it will be more important for them to operate in foreign cultural settings and to operate at home with people from these environments. Americans have, for years, been prone to disregard other cultures. Terpstra (1980) speculates that this has been due to the vast size of the country and the fact that the common language which has generally been spoken makes it possible for Americans to avoid real exposure to other ways of behaving and thinking. Our past ideology of a melting pot hid the fact that in many ways we had become both a closed culture and a closed economy. The United States now finds it imperative to think in terms of interdependence. The reasons for this can be altruistic and humanistic, but are more likely to be in terms of economic survival. Therefore, one needs to be able to work effectively within an international as well as a multi-cultural context.

Plans now are to make these study modules available to everyone in the college, which includes departments in both home economics and agriculture. These will be offered as separate modules or as a course. The fact that each module is an independent

unit allows a variety of methods of use. A student can do an individual self-study, accompanied by a pre or post test. A course can be developed using selected modules to focus on specified sections of the world or country. The modules can also be focused on an understanding of given areas, depending on additional examples and directions given to discussion. For example, parent-child relationships may be emphasized, or roles of women, or problems of low-income people, or of elderly.

In addition, the information from each module is being condensed and rewritten in a form which can be used by the general public, beginning with adolescents. These efforts and projects are being done in conjunction with the Washington Cooperative Learning Service and will be made available to many groups in the state, including extension agents, high school teachers, and community, law enforcement groups, social service agencies, and others.

There is a great challenge to all of us to focus our efforts more directly on international and multicultural efforts. We attempt to prepare students for a future in which our nation is a global multicultural society.

References

- Blair, W. (1967). I love the melting pot. *Time*, April 9, pp. 78-81.
- Hodge, B., & Lounsbury, H. (1981). *Mexican culture and traditions*. New York: Huntington, NY: Robert Knickerbocker.
- Terpstra, A. (1980). *Intercultural communication*. Boston, MA: Boston: Kent Publishing.
- Terpstra, A., & David, K. (1983). *Intercultural communication: a practical approach*. Cincinnati: Southwestern Publishing.
- Terpstra, A., & David, K. (1980). Global thinking: a new key to success. *International Education*, Lewis, Tom (Ed), October 11, 1980. •••

He who dares to teach must never cease to learn

Unknown

**University of Illinois
at Urbana-Champaign**


Illinois Teacher
347 Education Building
1310 S. Sixth St
Champaign, IL 61820

ADDRESS CORRECTION REQUESTED
FORWARDING AND RETURN POSTAGE GUARANTEED





UNIVERSITY OF ILLINOIS-URBANA
640.705IL C001
ILLINOIS TEACHER OF HOME ECONOMICS URBAN
33-34 1989-91



3 0112 017967636